



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

08X014

School Name:

P.S. X014 SENATOR JOHN CALANDRA

Principal:

IRA SCHULMAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Senator John D. Calandra School Number (DBN): 08X014
Grades Served: K-5
School Address: 3041 Bruckner Blvd. Bronx, NY 10461
Phone Number: 718-822-5341 Fax: 718-239-6386
School Contact Person: Karen Fonte Email Address: Kfonte@schools.nyc.gov
Principal: Ira Schulman
UFT Chapter Leader: Fred Cassara
Parents' Association President: Suzette DiCecco
SLT Chairperson: Irene DeNobile
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 8 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Ave. Bronx, NY 10465
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: 718-828-5435 Fax: _____

Borough Field Support Center (BFSC)

BFSC: District 8 Director: _____
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10465
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718- 828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ira Schulman	*Principal or Designee	
Fred Cassara	*UFT Chapter Leader or Designee	
Suzette DiCecco	*PA/PTA President or Designated Co-President	
Gigi Santiago	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joe Vento	Member/ Parent	
Irene DeNobile	Member/ Staff	
Aura Polanco	Member/ Staff	
Maureen Burke	Member/Staff	
Nicky Ayrey	Member/ Parent	
Ms. Gradanski	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Senator John D. Calandra School (PS 14) is located in the Throgs Neck Community of the Bronx and is an elementary school that has approximately 620 students in grades K through 5.

The Senator John D. Calandra Elementary School is an elementary school with 623 students from kindergarten through grade 5. The school population comprises 6% Black, 63% Hispanic, 29% White, and 2% Asian students. The student body includes 5% English language learners and 23% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2014-2015 was 93.0%.

The Mission and Vision of PS 14 is a school community that strives to develop respectful, trustworthy individuals with a desire to become life-long learners and good citizens. We hold our students to the highest academic standards while providing them with the direction, support and encouragement they need to be successful. Our students will empower themselves and inspire others to be tolerant and understanding.

P.S. 14 is focused on delivering targeted high quality instruction that is rigorous and cognitively engages all learners across all content areas.

The SCEP goals and rationale statements for the current school year are:

Goal #1: Rigorous Instruction

Intended Outcome: This will result in 50% of the students demonstrating one year of progress in comprehending text as measured by the DRA2. In mathematics, a 25% increase in mastery of CCLS strands as measured by Go Math Unit and Progress Checks.

Goal #2: Supportive Environment:

To provide a safe and supportive learning environment where all students are able to thrive to their fullest potential.

Goal #3: Collaborative Teachers

A full time Literacy Coach as well as additional support via the Teacher College Inclusive Classroom Program Literacy Coach to provide support for

- Targeted teachers. Literacy Coach provides differentiated professional development for staff
- NYC Teacher Development Coach provides additional differentiated professional development for targeted teachers
- Teachers College Professional Development Workshops
- Vertical Content Area Teams to collaborate and provide professional development to staff
- Peer Coaching and Learning to enhance instructional design and provide support.
- Teacher Teams meetings for Data Inquiry and Book Study

Goal 4: School –Wide Instructional Focus: Evidence in Argument

We want our students to develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.

The school has made great strides in the area of parent communication and providing our students with a variety of extracurricular activities built within the school day. Additionally, our teaching staff has embraced the teacher observation tool and work each day to plan and deliver lessons that will engage students and develop critical thinkers.

The administrative team continues to target those components that will make the greatest impact on student learning.

08X014 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	612	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.6%	% Attendance Rate		92.6%
% Free Lunch	52.9%	% Reduced Lunch		10.7%
% Limited English Proficient	5.4%	% Students with Disabilities		23.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		4.8%
% Hispanic or Latino	62.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	29.5%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.83	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.78
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.5%	Mathematics Performance at levels 3 & 4		40.9%
Science Performance at levels 3 & 4 (4th Grade)	87.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	P
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	P
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	WD
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on 2014-2015 School Quality Guide the school needs to address the lowest performing one-third in both ELA and Math. Rated proficient in 1.2, 2014-2015 Quality Review, page 4 states, “In 4 out of 7 classrooms visited, students worked on different assignment using various materials and resources.”</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will make 5% progress in both the NYS ELA and NYS Math for all students. This will be monitored throughout the year using school curriculum assessments.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Strategy #1</p> <p>A) Diagnostic Reading Assessment (DRA) 3x per year</p> <ul style="list-style-type: none"> o All Students will be assessed in reading in the fall, winter and spring o Teachers will be familiar with each students' skills, 	<p>All students</p>	<p>October, January, March</p>	<p>All Classroom Teachers, Data Specialist</p>

knowledge and language proficiency			
<p>Strategy #2</p> <p>A) Go Math Unit Tests and Progress Checks for All Students</p> <ul style="list-style-type: none"> o All Students will be assessed and progress monitored toward mastery of grade level content o Teachers will gather formal and informal information about students for use in planning instruction 	All students	Monthly progress checks and unit tests	All Classroom Teachers, Data Specialist
<p>Strategy #3</p> <p>A) NYS Test Sophistication ELA/Math for Grades 3-5</p> <ul style="list-style-type: none"> o Students will engage in test taking sophistication centered on the composition of multiple-choice, short answer and extended responses. o Teacher will gather formal and informal information about students for use in planning instruction 	All students	10 Week Saturday Program	Selected Teachers, Assistant Principal, Parent Coordinator
<p>Strategy # 4</p> <p>A) Academic Intervention Teacher</p> <ul style="list-style-type: none"> o Use of the Fountas & Pinnell Leveled Literacy Intervention Program for Grades K&3 o Identified students will receive intensive phonics, word study and language fluency <p>B) Tier II Intervention: Fountas & Pinnell Leveled</p>	Identified Students	Sept. – June	Per-Diem AIS Teacher, Cluster Teachers, Assistant Principal

<p>Literacy Intervention Program K-2:</p> <p>Students identified using the DRA in Grades 1-2</p> <p>o Students will receive intensive phonics, word study and language acquisition in classroom based small group instruction.</p> <p>Teachers will progress monitor students weekly</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> 1. Go Math Progress and Unit Tests (No additional Cost) 2. DRA2 Assessments (No Additional Cost) 3. ELA and Math during Saturday School Grade 3-5 (10 weeks, 10 teachers, 4 hours each session) 4. Leveled Literacy Intervention System during small group instruction. (No additional cost) 5. Per-Diem Academic Intervention Teacher (105 days) 6. Per-Diem Data Specialist (40 days) 7. Literacy Coach 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Beginning of the year assessment data and Mid Year assessment data</u> <u>Data Inquiry every Tuesday</u> <u>November report card data</u> <u>Mid-year benchmark for ELA and Math will be used and data analysis in January</u> <u>Data Analysis from NYS CCLS Fall and Spring Benchmark Assessments</u> <u>Data Analysis from NYGo Math Fall and</u> <u>Mid-Year report card data</u> <u>DRA data in Fall, Winter and Spring</u> <u>AIS Data</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	P
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	P
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	WD
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the 2014-2015 Quality Review this remains an area of strength. As stated in the review: The school has created the “Wolf Pack Pride Program” which includes daily Positive Award Winners (PAWs) to reinforce positive behaviors. The school uses “Second Step” a social/emotional education program weekly on Monday morning across the all grades. Monthly PAW Award Assemblies to recognize hard work, academic achievement and attendance are conducted to celebrate students and their families. Students feel safe at the school and they enjoy getting PAWs from their classroom teachers and principal in recognition of their positive behavior.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p align="center">By June 2016, the number of Level 4 incidents reported via OORS will continue to decline by 5%</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Strategy #1</p> <p>A) WolfPack Pride Program</p> <ul style="list-style-type: none"> o Daily PAW (Positive Award Winners) tokens given out by staff to classes/students for exhibiting positive school behavior. o Monthly PAW (Positive Award Winners) Awards Ceremonies for all grades 	<p>All students</p>	<p>September 2015 to June 2016 (data reviewed at monthly school safety meetings)</p>	<p>Teachers, Assistant Principal, Parent Coordinator, Guidance Counselors</p>

<p>that promote academic excellence and attendance.</p> <ul style="list-style-type: none"> o The use of Second Step, which is a social and emotional behavior education program once a week for 30 minutes for all grades. 			
<p>Strategy #2</p> <p>A) Enrichment Activities</p> <ul style="list-style-type: none"> o Arts Connection: Percussion Program for Grades 1-2 o LEAP: ALLL program for Grades K- 2 Music Recorder program grade 3 o Dancing Classrooms: Ballroom Dancing Grades 4 & 5 o YMCA Program K – 5 <p>Book talk club grades 3- 5 Needle Craft Club</p> <ul style="list-style-type: none"> o Quest (Questioning, Understanding, Explore, Success, Technology) Program – Grade 2 <p>Instructional Move Theatre Visual Arts</p> <ul style="list-style-type: none"> o Puppetry Afterschool K-2 <p>Instrumental Music Program Afterschool 4-5</p>	<p>All Students</p>	<p>September 2015 to June 2016 (data reviewed at monthly school safety meetings)</p>	<p>Classroom Teachers, Teaching Artists, Parent Coordinator, Assistant Principal, Principal, PTA</p>
<p>Strategy #3</p> <ul style="list-style-type: none"> o Parent Engagement Workshops o Tuesday - Grade Level Parent Workshops 	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, Assistant Principal, Principal, Classroom Teachers, PTA</p>

o Monthly PTA Principal Communication			
o Family Craft Nights			
o Science Laser Show – December			
o PAW Award Monthly Assemblies			
o Evening Common Core Workshops			
o Parent Coffee Club			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> Supplies for award ceremonies and PAW (Positive Award Winners) Project Boost Arts Funding, PTA Funding, CASA Arts Grant CIT services provided by Guidance Counselor 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Parent Survey data Parent Sign In Sheets ORRS reporting data of incidents monthly from September 2015 to June 2016											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	WD
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	P
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	P
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	P
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the 2014-2015 Quality Review this remains an area of strength. As stated in the review:</p> <ul style="list-style-type: none"> o Grade level teams meet weekly for an hour and their main focus of teamwork is the analysis of student data via inquiry cycles to develop instructional strategies that support student learning. o The effective use of the Student Work Analysis Protocol by teacher teams has elevated teacher capacity to define student’s learning needs and make the necessary instructional adjustments. <p>The leadership/instructional team has made organizational decisions to allow teacher teams to engage in the school’s decision making</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p align="center">By June 2015, teaching practice will improve as measured by the Danielson Framework by 5% for Domain 3.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Strategy #1</p> <p>A) Measures of Teacher Practice</p> <ul style="list-style-type: none"> o Observe, score and analyze teacher practice through the lens of the Danielson Framework. o Group teacher groups by observational data and provide targeted professional development 	<p>All Teachers</p>	<p>September 2015 to June 2016 (4 cycles of informal observations, information will be analyzed at the end of each cycle</p>	<p>Principal, Assistant Principal, Classroom Content lead Teachers, Teachers College Coach, Literacy Coach</p>
<p>Strategy #2</p>	<p>All Teachers</p>	<p>Sept to June with Monthly Team meetings</p>	<p>Principal, Assistant Principal, Vertical Team Teachers,</p>

A) Establish a vertical team of teachers across the 4 major content areas Content leads will attend any City Wide and/or Network professional development and turnkey to staff			Teachers College Coach, Literacy Coach
Strategy #3 A) Coherent School-Wide Instructional Focus Evident in Argument	All Teachers	Sept to June Ongoing	Classroom Teachers, Literacy Coach, TC Coach, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> Literacy Coach, Math Instructional Lead, Assistant Principal, Principal (No additional costs) Teachers College Coach (20 onsite days) NYC Teacher Development Coach (9 onsite days) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	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.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	WD
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	P
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the 2014-2015 Quality Review this remains an area of strength. As stated in the review:</p> <ul style="list-style-type: none"> Teacher teams monitor and analyze student progress through common assessments in including Go Math baseline, mid-year and end of year assessments; multiple forms of unit and monthly assessments in math and ELA. The school uses a variety of assessment tracking and progress and monitors student learning. Student achievement data is used to track student progress and mastery of grade level goals. Teacher teams use student achievement data to modify assessments. Inquiry teams identify achievement gaps, plan interventions, progress monitor and adjust instruction 		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, teachers will demonstrate a 5% improvement in classroom practice as measured by both the actionable teacher feedback that articulates clear expectations for teacher practice as well as Advance data for domains 2 and 3.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Strategy #1</p> <p>A) Teachers College Reading Coach will have 5 interactions with targeted grade levels to provide differentiated training all teachers</p> <p>o Through differentiated professional development teachers will develop knowledge of content-related pedagogy through</p>	<p>Instructional staff identified by administration</p>	<p>September 2015 to June 2016(Monthly monitoring of Informal Observation information</p>	<p>Principal, Assistant Principal, TC Coach, NYC Teacher Development Coach, Literacy Coach</p>

<p>the lens of the Danielson Framework</p> <ul style="list-style-type: none"> o Teachers will set instructional outcomes at a challenging cognitive level o Align instructional materials to support the learning of student 			
<p>Strategy #2</p> <p>A) Teachers College Professional Development Activities</p> <ul style="list-style-type: none"> o Teachers College Coaching Institute: Selected Teacher o Teacher College Positive Behavior Management Institute: Selected Teachers o Teachers College Inquiry Study Group: Selected Teachers 	<p>Instructional staff identified by administration</p>	<p>October 2015 to June 2016 (Monitoring of teacher information through informal observation rounds)</p>	<p>Principal, Assistant Principal, TC Coach, Literacy Coach, NYC Teacher Development Coach</p>
<p>Strategy #3</p> <p>Cycles of frequent unannounced observations with timely actionable feedback</p> <ul style="list-style-type: none"> o School leaders will set up and follow a schedule for teacher observation and formative feedback aligned to Domains 2 & 3 of the Danielson Framework for Teaching o School leaders will document and track observation evidence and feedback o School leaders will meet with teachers in a timely manner to share formative feedback and next steps 	<p>All Teachers</p>	<p>October 2015 to June 2016 (Monitoring of teacher information through informal observation rounds)</p>	<p>Principal, Assistant Principal</p>

<p>Strategy #4</p> <p>Professional Development provided by school-based Literacy Coach and Vertical Content Teams based on observational data. Teachers will attend District 8 professional development.</p> <p>o Teacher Effectiveness Team will provide school-based professional development using competency data from informal and formal observations</p> <p>o Teacher Effectiveness Team will provide support to staff by surveying, collecting best practices, provide school-based workshops and measure effectiveness</p>	All Teachers	On going	Literacy Coach, TC Coach, NYC Teacher Development Coach, Vertical Content Teams
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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>											
<p>Teachers College Reading Coach – On Site (20 days)</p> <p>2. Teachers College Professional Development Activities</p> <p>3. Framework for Teaching Professional Development (Danielson Group – 1 day)</p> <p>4. Extended Day Teacher Meetings, Grade Level Meetings and Faculty Conferences</p> <p>5. Peer Coaching and Learning using the Framework for Teaching</p>											
<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		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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>Review of Parent Survey data</p> <p>Increase Parent participation and attendance via parent Sign In Sheets</p> <p>ORRS reporting data of incidents monthly from September 2015 to June 2016</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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	P
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	P
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the 2014-2015 Quality Review this remains an area of strength. As stated in the review: Parents say they receive numerous communications about their children’s progress via emails, phone calls, and progress reports. They indicate that the staff is always available to assist them with any aspect of their children’s school life and provide support for larger family issues in times of need.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, parents will receive weekly update of their child’s progress based on “monitoring of their own learning against clear standards (3d: Using Assessment in Instruction).” Teachers’ comments will be based on “feedback as part of a rich instructional environment; without it, students are constantly guessing as to how they are doing and student self-assessment which is the assumption of responsibility for their learning is when they monitor their own learning and take appropriate action.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Strategy #1</p> <p>All students will receive the Common Core “I Can” statements at the beginning of the year.</p>	<p>All Students and Parents</p>	<p>Sept 2015</p>	<p>Classroom Teachers, Literacy Coach, Math Instructional Lead, Assistant Principal</p>
<p>Strategy #2</p> <p>Parent Workshops on the Common Core, Literacy, Math, Early Childhood Learning and Helping Students with Homework</p>	<p>All Parents</p>	<p>Sept to June</p>	<p>Literacy Coach, Math Instructional Lead</p>

Strategy #3 Monthly PTA Principal Reports	All Parents	Sept to June	Principal, Assistant Principal
Strategy #4 Parent Coordinator will create and distribute monthly calendars to inform parents about school events and provide important information.	All Parents	Sept to June	Parent Coordinator Principal, PTA

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.											
Week In Review											
<ol style="list-style-type: none"> 1. Common Core Resources/ Tuesday Parent Workshops 2. PS 14 APP 3. Engage NY/ARIS Resources 4. School Data 5. School Net Data 6. Parent Surveys 7. NYC School Account 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Review of Parent Survey data Parent participation via Sign In Sheets ORRS reporting data of incidents monthly from September 2015 to June 2016
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA exam DRA reading Levels F & P Levels	&P Leveled Literacy Intervention Program Reading Rods Fluency and Phonics Program Wilson and Foundations Reading Programs Saturday School	Small group instruction	During school day in classroom teacher During school day with AIS pullout During school day with SETSS pull out/push in. Saturday morning
Mathematics	NYS Math Exam Go Math chapter/unit tests Teacher recommendation	Go Math Intervention Saturday School	Small group instruction	During the school day with classroom teacher Saturday Mornings
Science	State exam results Teacher data/recommendations	Non-Fiction Reading and Writing Units of Study	Whole group, small group and one to one instruction	During the school day with classroom teacher
Social Studies	Teacher data/recommendations	Non-Fiction Reading and Writing Units of Study	Whole group, small group and one to one instruction	During the school day with classroom teacher
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher data ORRS data teacher recommendations and Mandated services	ERSS Counseling with Social Worker At-Risk Counseling with Guidance Counselor	Small group and one on one counseling	During the school day with counselor

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

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

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/information, early intervention services, etc.).
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4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: Senator John D. Calandra	DBN: 08X014
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 14 implements a comprehensive freestanding ESL instruction program in English utilizing the Push-In/Pull-Out model. Under the funding of Title III, PS 14 offers supplemental language instruction education programs to insure that our immigrant and ELL population has an adequate opportunity to acquire a second language and attain English proficiency while meeting state academic achievement standards.

Newcomer ELLs and Immigrant students span all grade levels and different language backgrounds. In addition to the freestanding ESL program Title III will incorporate supplemental activities, including vocabulary and phonemic development, and materials specific for Newcomer and Immigrant ELLs, as well as all of PS 14's ELLs which include "Words Their Way for ELLs" (at no cost to Title III), Step by Step Language Skills, and Readers' Theater materials.

Through supplemental teaching beyond the mandated units, the ESL Afterschool program's objective of is to provide our ELLs, especially the sub-group of Newcomer ELLs, small group instruction to accelerate language acquisition with a focus on developing academic language in the content areas of ELA and Mathematics through Readers' Theater activities and Multi-Cultural research projects. Both the Readers' Theater and Multi-Cultural projects will culminate with a Parents' Night in which parents will be active participants in their children's learning experiences, promoting socio-emotional support.

Data reviewed from the NYSESLAT, DRA scores, NYS ELA and Math scores indicate that the ELLs, especially Newcomers and those at Beginner Proficiency levels, are not scoring as highly or proficiently as their peers. In order to raise the reading levels and skills, the Title III program will focus on reading fluency and comprehension. Through the use of Readers' Theaters programs, "Speak Out! Readers' Theater", First through Fifth grade ELLs will build reading stamina, expression, fluency, and comprehension, as well as interpersonal social skills while interacting with their peers. The students will work cooperatively and collaboratively to create a theater production at least once every 6 weeks. To increase parental involvement in their children's education, these theater productions will be an event for parents to participate in and watch in order to engage socially and academically.

In addition to Reader's Theater, the ELLs in Third-Fifth grade will work on Multi-Cultural research projects which will build their reading and writing skills and strategies for Non-Fiction Literacy. Through the use of technology, research strategies, and Non-Fiction Literacy models, such as National Geographic for Kids, these ELLs will research other cultures and topics they find interesting to create a project of their choosing such as a display, a report, a recording, or presentation. Parents will be invited to participate in a Cultural Feast, where they will get a chance to engage socially and academically with their children and other ELL parents.

In addition, Newcomers will have targeted small group instruction which will focus on foundations of English language acquisition. The supplementary material used for this target group includes "On Our Way to English" (no cost to Title III) which is a program which develops oral language, grammar, vocabulary and writing with ESL methodologies. Other material will include, language intervention programs, and visual materials that help support language development in English and native languages. Continental's "Step by Step Language Skills" will target the Newcomers, who are reading English at below grade level. The objective of this program is to accelerate the English acquisition for the ELLs to raise their reading and writing levels.

Supplemental teaching beyond the mandated units will be held every Wednesday and Thursday after school from 2:30-4:00, beginning November 19, 2014 until May 28, 2014. First and Second Graders will meet on Wednesdays for 24 sessions for 1.5 hours and Third-Fifth Graders will meet on Thursdays for 23 sessions for 1.5 hrs. The afterschool sessions will be taught by 2 teachers: the licensed ESL teacher,

Part B: Direct Instruction Supplemental Program Information

Marcella Capobianco, along with 1 content area teacher, in order to provide smaller group settings and instruction.

There will also be an ELL Saturday Academy from 9am-12pm for 5 Saturdays from November 8th-December 13th which will be offered to the 5th grades ELLs. This Academy will focus on grade level reading comprehension and writing strategies, using grade level Fiction and Non Fiction texts. Data from the NYSESLAT, DRA, and ELA tests indicate that the ELLs reading comprehension and writing skills are not showing enough progress, and are below grade level. Continental's "Finish Line Writing for the CCSS" and Continental's "Vocabulary Links for English Language Development" will be used for the Saturday Academy.

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: _

The ESL teacher and the teachers of ELLs attend Regional Workshops, OELL Workshops as well as network workshops, at no cost to Title III. The ESL teacher also turnkeys these ESL methodologies that are successful in aiding immigrants attain academic content language with the classroom teachers on an ongoing and regular basis. These include ESL strategies that can be used daily in classroom activities to help Newcomers and ELLs in their classrooms. In addition, teachers are also provided professional literature that focuses on working with and teaching these targeted students. This professional development will be at no cost to Title III.

The ESL Teacher and Content area teacher will also collaborate and participate together in the Professional Development offered on the NYC DOE website: Resources for Teacher Teams

These professional learning activities will be used by the teacher team to support the ELLs in implementing the 2014-15 citywide instructional expectations. This PD will give the Title III educators tools and show them how to teach to diverse groups and different learning styles. The Title III teachers will explore additional activities in ARIS Connect and on the PD and Student Opportunities page that meet the growing needs of the Immigrant and Newcomer ELLs and the Common Core Curriculum.

Some of these activities will include, but are not limited to:

Looking at Students' Current Thinking and Surfacing Gaps

Activity Description: Teachers need to identify gaps between what students actually know and are able to do and what the CCLS articulate they should be able to know and do.

In this 90-minute activity, participants will:

- o Analyze student work produced by existing strong instructional tasks/assignments
- o Examine the CCLS to identify points of alignment and surface gaps between current knowledge and performance, and what the CCLS expect
- o Discuss implications for teacher planning and preparation

Exploring Academic Mindsets

Activity Description: Academic mindsets are a precondition for the academic and personal behaviors needed for college and career readiness.

In this 90-minute activity, participants will: Explore various artifacts and articles about mindsets and Think about practical applications of mindsets work in schools

The Professional Development budget will cover the per session needed for 2 teachers at 1.5hrs once or twice a month, totaling 13hrs from December-June.

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: PS 14 recognizes that parental involvement has a direct positive impact in the education of students. Parents of immigrant students and ELLs are invited to attend different workshops, including literacy and math workshops, in addition to workshops targeted toward parents of immigrant students and ELLs to assist in their child’s academic achievement. These parents will be notified about these workshops by letters in their native language and the “Wolfpack News.” In house interpreters (parent volunteers and bilingual pedagogues) will be available to translate.

Our Parent Coordinator, Ms. Evelyn DeStefano, along with our ESL teacher, Marcella Capobianco, will offer quarterly one hour workshops for the parents of our ELL population. These will take place on the last week of the month in November, February, and May. Topics covered include ways to improve student learning by:

-Getting to know other immigrant and ELL parents and networking

-Reading to Our Children at Home to Promote Literacy

-How to Access Aris Parent Link & Recommend Bilingual Sites for Families

The rationale for choosing the above workshop activities are to actively engage parents with their children's academic setting, facilitate communication between parents and teachers, provide literacy program workshops to parents/caregivers in order to support and facilitate teaching and learning at home.

These activities will be offered throughout the year on a quarterly basis for one hour duration for each workshop during after school hours. Per session will be paid to the ESL Coordinator for this time and is included in the Parental Involvement budget.

Parents will also be invited to participate several times throughout the year to be active viewers of their children’s education by attending the theater productions and sharing during the International/Multi-cultural night.

Part E: Budget

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

Allocation Amount: \$11,200

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 	<u>\$7,170</u> <u>\$1,120 - Professional Development</u> <u>\$670 - Parental Involvement</u>	<u>After School Program: Weds/Thurs 52 sessions x 1.5hrs x 2 teachers per session rate</u> <u>Saturday Academy: 15hrs x 1 teacher 13 hrs at current per session rate x 2 teachers for ESL and Content Area</u> <u>Teacher collaboration: Resources for Teacher Teams PDs on Academic Development & ELL Strategies per session for 2 teachers for Parent Workshops after school hours</u>
Purchased services	_____	-

Part E: Budget

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

Allocation Amount: \$11,200

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"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$90</u> <u>General Supplies</u> <u>\$900</u> <u>\$350</u> <u>\$285.50</u> <u>\$435.75</u> <u>\$178.75</u>	<u>Supplemental Classroom Supplies and Parental Involvement Supplies - (Folders, Binders, Notebooks)</u> <u>Speak Out! Readers' Theater Complete Package Gr. 2-5</u> <u>Building Fluency through Readers' Theater Kit Grades 1-2</u> <u>Continental - Finish Line Writing for the Common Core</u> <u>Continental - Vocabulary Links for English Language Development</u> <u>Continental - Step by Step Language Skills</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11,200</u>	_____

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 08	Borough Bronx	School Number 014
School Name Senator John D. Calandra PS 14		

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 Ira Schulman	Assistant Principal Teresa Gerstner
Coach Keren Barreto	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lauren Hale	School Counselor D. Rodriguez
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Evelyn DeStefano
Related-Service Provider Denise McCormack	Borough Field Support Center Staff Member Brenda Garcia
Superintendent Karen Ames	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	605	Total number of ELLs	25	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	23	1	0	2	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	3	3	4	1	1								0
Chinese														0
Russian														0
Bengali			1											0
Urdu														0
Arabic	1	1				1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												0
Other Hindi		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)			1			1								0
Emerging (Low Intermediate)		1		1										0
Transitioning (High Intermediate)		1		2										0
Expanding (Advanced)		4	2	2	1									0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		0		0				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.

A school-wide ELA diagnostic assessment is provided for all grades in September to assess each child's strengths and weaknesses. Assessments in ELA are given bi-monthly to analyze progress. Based on these results, the students are grouped for reading. The ACUITY assessments, which are administered to grades 3-5, as well as the quarterly assessment of Fountas and Pinnell reading levels for all grades, also aid the classroom teacher and ENL teacher in planning and implementing differentiated instruction for the ELL population.

The DRA assessments are administered during the fall, winter, and spring of the academic year. The Kindergarten grade is provided this assessment twice: in January and in the mandated spring. This assessment tool aids classroom teachers and the ENL teacher in determining the strengths and weaknesses that the students have in reading and writing during the early grades. These assessments aid classroom teachers in planning and differentiating instruction for the ELL students in their classroom.

Modifications are also considered when providing assessments, such as: separate location, a third reading of the listening section of the NYS ELA test, bilingual dictionaries, simultaneous use of an English test along with an alternate language edition of the test, as well as oral translation for lower incidence language is provided. Written responses in the student's native language are also permitted.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across proficiency levels reveal that, with the exception of a few, students are achieving English proficiency at a consistent rate with 1-4 years of service. The data patterns also reveal that students are achieving English proficiency at a consistent pace with their ELL peers. The scores of the NYSESLAT and NYSITELL tests are consistently and conversely related with the students' scores of the formative assessments given, such as the ACUITY and NYS ELA tests.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data generated by the AMAO will be used to determine the groupings of ELLs within their classroom, small group instruction, and if students will benefit from a pull-out instructional period to increase their listening and speaking skills in a smaller setting. Analysis of the 4th and 5th grade students' NYSESLAT and NYS ELA scores show some interesting corollaries. Most of the ELL

students make gains from year to year in the listening and speaking areas of the NYSESLAT, while the reading and writing parts remain fairly consistent.

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?
 - a. The patterns in proficiencies across grades are that those that enter ENL in the lower grades reach a score of "Commanding" on the NYSESLAT sooner than those that enter in grades 3-5. The patterns also reveal that a student's native language reading and writing proficiency is directly related to achievement on assessments taken in English.
 - b. The results of the ELL Periodic Assessments are used by the school leadership and teachers to drive instruction and determine what intervention programs need to be in place in order to keep ELLs consistently progressing with their peers, as well as on grade-level as determined by the Common Core Standards.
 - c. From the ELL Periodic Assessments, the school learns the modalities that the ELLs are struggling with individually as students, collectively as grades, as well as a sub-group. Native language is used as a support to aid the ELLs in the areas in which they need improvement. Classmates help one another in their common native language, translated versions of passages and texts are utilized when available, and Newcomers and Entering ELLs are able to respond to written responses in their native language as a scaffolding support.
 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](#).] General content instruction for all ELLs is provided at the Tier 1 instructional level with the ELL teacher and classroom teacher collaborating on lessons targeted at increasing language acquisition and academic proficiency. When data from formal and informal assessments by both ELL and classroom teachers indicate an intense need for intervention, students are placed at Tier 2 or Tier 3 levels as needed. Instruction at these Tiers is tailored to meet the academic and language needs of the ELLs, as well as the specific domains in which they are at risk. Students are provided with increasingly intensive, targeted instruction designed to match their learning needs. These needs are determined by individual student performance on periodically administered assessments.
 6. How do you make sure that a student's new language development is considered in instructional decisions? Second language development of ELLs is carefully assessed as they move through the stages of acquisition in order to appropriately differentiate instruction in all environments of education. The level of second language development determines a student's zone of proximal development, therefore driving instruction by scaffolding language development or by providing the support that is needed as students progress.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The success of P.S. 14's ENL program is measured by the individual student's achievement on the NYSESLAT exam. For students in grades 3-5, a score of 3 or better on the NYS ELA and Mathematics exams.

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.

When parents or guardians come to P.S. 14 to register their child, they are asked to complete the Home Language Identification Survey form. During the registration process, the current ENL teacher conducts an informal interview with the parents and child to gain a deeper understanding of his or her language proficiency and preference. The aid of a translator is enlisted if deemed necessary. If the student does not speak any language other than English, the ELL identification process ends. If it is determined that the language spoken at home is a language other than English, the child is administered the NYSITELL exam by a NYS certified TESOL teacher. This is completed within 10 school days of student enrollment. If the child passes the NYSITELL exam, the ELL identification process ends. If the student does not pass the NYSITELL, parents are notified and the student is placed in a program.

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on

NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

If the student has an IEP and Home language is other than English, the Language Proficiency Team meets to review evidence of the student's English language development. The LPT will make a recommendation as to whether the student is eligible for the NYSITELL. If deemed eligible, the student takes the NYSITELL to determine ELL status and the ELL Identification Process continues as with all students.

If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, then ENL teacher proceeds with the SIFE Identification Process.

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).

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If the student is a newly identified ELL, and if the child is more than two grade levels below based on student work and assessments, is in grades 3-9, and is at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results, then the SIFE identification process would begin. The ENL teacher would administer the Oral Interview Questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transiting level or higher on the NYSESLAT.

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).

If the student has an IEP and Home language is other than English, then the Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. The LPT would make a recommendation as to whether the student is eligible to take the NYSITELL. The LPT is comprised of the Principal: Ira Schulman, the ENL teacher: Lauren Hale, the Committee of Special Education, and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, would be present at each meeting of the LPT. The LPT would consider evidence of the student's English language development including: the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT recommends the student take the NYSITELL, then the student takes the NYSITELL to determine ELL status and the ELL Identification Process continues as with all students. If not, then the LPT's recommendation is sent to the principal for review. Upon review, the principal determines whether the student should take the NYSITELL. If the principal determines that the student should take the NYSITELL, then the ELL Identification Process ensues. If the principal determines that the student should not take the NYSITELL, then the Principal's determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. Upon review, the superintendent or designee determines the student should take the NYSITELL. Following this determination, the student takes the NYSITELL to determine his or her ELL status. ELL Identification Process continues as with all students. If the superintendent or designee determines the student should not take the NYSITELL, then the parent is notified and the ELL Identification Process terminates.

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.

Within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language. Depending upon the ELL status of the student, the following letters are sent to parents: Entitlement Letter, or the Non-Entitlement Letter.

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).

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who: have a home language other than English, and are ELLs and non-ELLs.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: A student's parent or guardian or a student's teacher (if the teacher's request includes written consent from the parent or guardian). The

Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The Re-identification Process consists of the following steps: (1) School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal). (2) School reviews all documents related to the initial or reentry identification process detailed above. (3) School reviews the student's work in English and in the home language. (4) School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL. (5) School consults with parent or guardian. (6) School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English. (7) Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. (8) Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. (9) Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. (10) Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. (11) All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification would be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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.

When a new ELL enrolls, within the first ten days of enrollment, the school informs parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered. The parents of newly enrolled ELLs are provided with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded using existing procedures established in the school. During the orientation, the school also provides information on standards, curriculum, and assessments. The parent orientation session provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for ELLs, as well as the program goals and requirements for bilingual education and ENL programs. The orientation is in a language or mode of communication that the parent or guardian best understands. The school would contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

If parents are unable to attend the group orientation, an individual meeting is set up within the next few days when parents can meet to discuss the program models and ask questions. If still unable to attend, parents are recommended to review the program video on-line and encouraged to call the ENL teacher or Parent Coordinator to review and ask any questions.

After parents are informed of all three program models at the parent orientation, they are provided with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.

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.

The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in bilingual education. The school documents and includes phone calls and other attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school. The school is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice would be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
With the use of thorough checklists, the forms are sent to parents in multiple ways- electronic (if possible), sent home with the student, faxed, mailed, and all correspondence is kept on file and checked with each new enrollment.
9. Describe how your school ensures that placement parent notification letters are distributed.
With the use of thorough checklists, all Entitlement Letters, Continued Entitlement Letters, and respective correspondence, including Parent Choice Surveys, are kept in a secure file by the ELL Coordinator. If parents do not return the required correspondence, the Parent Coordinator, with the help of a translator, reaches out to ensure parents have received and understand the importance of returning the Parent Choice Surveys.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation (i.e. HLIS, Entitlement Letters, Continued Entitlement Letters, and respective correspondence, including Parent Choice Surveys) are kept in a secure file by the ELL Coordinator.
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.
Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test. All ELLs must take the NYSESLAT, which is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status. A NYSESLAT testing administration schedule is created by the ENL teacher detailing times and the sections in which the test is to be administered. NYSESLAT administration support is enlisted from other qualified pedagogues to assist with the sections of the test that cannot be administered by the ENL teacher to the students of the ENL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Parents are sent Continued Entitlement Letters to parents of students who continue to be entitled to ELL services based on the NYSESLAT. Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. The records of articulating ELLs are reviewed in order to provide program continuity.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing all Parent Choice Surveys, if the parent chooses the bilingual or dual language programs, the parents are given a choice to register their child in another school in the district that offers the program of their choice. P.S. 14 does not meet the criteria for a bilingual program for the school year 2015-2016. The school does not have the required 15 students per grade or in two continuous grades to form a bilingual class.
Most parents choose either ENL or TBE because they feel that more immersion in the English language is beneficial for their child's English language development. Of the 11 admits from the 2013-2014 school year, two sets of parents requested TBE, two sets of parents requested Dual Language, and seven sets of parents requested Free-Standing ESL. The parents of the returning ELLs elected to keep their children in the Free-Standing ESL program for consistency in instruction. The four sets of parents that requested a bilingual program for their child were referred to another school with a bilingual program, but parents elected to remain at P.S. 14. If the number of ELLs in two continuous grade levels reaches 15, a self-contained ENL or bilingual class will be created according to parents' preference.

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.

PS. 14 uses a Freestanding ENL program that follows the push-in model with some periods of pull-out of bridged grades in order to align with the number of mandated minutes of necessary instruction. ELLs are grouped in general education classes and are supported with push-in ENL instruction. The ENL teacher pushes in during ELA and Literacy blocks in which the ELLs are grouped and works with the students during their content classes. Most groups are heterogenous, with mixed proficiency levels. The ENL teacher both differentiates instruction and facilitates the group following the content taught by the classroom teacher. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogenous classes is practiced based on student needs and learning targets. Teachers work collaboratively to regularly group and regroup ELLs and English proficient students to maximize instruction and learning opportunities.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL Teacher follows the school schedule to ensure that all ELLs receive the mandated number of minutes.

The ENL teacher schedules preparation periods to coincide with the classroom teacher to facilitate common planning. Where possible, bilingual content materials are made available by the ENL teacher to ensure student learning and native language support by use of bilingual glossaries, translated materials, and native language literature.

ELLs in the entering level of language development will receive 3 units of study per week (540 minutes). They will receive one unit of Stand-Alone ENL, two units of Integrated ENL/ELA. ELLs in the emerging level of language development will receive two units (360 minutes) of ENL instruction per week. One unit of study will be Integrated ENL/ELA instruction and the other unit of study will be stand-alone ENL instruction. Students at the transitioning and emerging levels will receive 180 minutes (one unit) of Integrated ENL instruction per week. This will come in the form of one unit of study in integrated ENL/Content Area instruction. Commanding students/former ELLs continue to receive services for an additional two years. They will receive 90 minutes (.5 unit) of student per week of integrated ENL in ELA/Content Area instruction per week. In the content area instruction, ENL strategies will be infused to maximize comprehension, cognitive development and academic language acquisition. Students with Interrupted Formal Education (SIFE) will be provided with additional instructional time. Extended day programs, one to one tutoring, peer tutoring, and Saturday academies will be provided for this purpose.

Native language support is provided through the classroom libraries where a selection of Spanish language books that are reading level and grade appropriate. In addition, students are encouraged to celebrate their native heritage through school assemblies and programs.

School teams that include the content area teachers, ENL teacher, and any support instructors, meet regularly to examine data (ARIS/NYSESLAT, lesson video tapes, students' self assessments, diagnostics). This data is used for individual student profiles and to monitor curriculum alignment.

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 addition to the push-in program, the ENL teacher works with small groups to provide specific, targeted instruction using ENL strategies in a stand-alone model. ENL programs used by the ENL teacher include the "Words Their Way for EL" program and "Hello English" for the lower grades, as well as "On Our Way to English", by Rigby Guided Reading for the upper elementary grades. The programs for the lower grades concentrate on building vocabulary, phonics, and introduction to reading aligned with the CCSS. The programs for the upper grades focus on extending vocabulary, increasing decoding strategies, and comprehension skills of ELLs aligned with CCSS. All programs have a writing component in conjunction with the reading component and are CCSS aligned. Push-ins during Mathematics periods concentrate on vocabulary support during the lesson to improve upon student comprehension of content aligned with CCSS.

Retained ELLs receive targeted instruction based upon recommendations and data from the classroom teacher, as well as from the ENL teacher.

Strategies used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, and engaging in opportunities to converse using academic language with peers. ELLs participate in Title III funded after-school and Saturday classes.

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

P.S. 14 does not currently implement bilingual programs. However, native languages are supported by providing a translator if needed, as well as a bilingual teacher if needed. Bilingual texts, videos, and any other materials to make content comprehensible in second language acquisition, as well as in the native language.

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

ENL is designed to develop students' English language skills in reading, listening, speaking and writing. The ENL teacher uses strategies specific to the needs of ELLs while providing the regular content that all students receive in their classrooms. School teams, which include content area teachers, the ENL teacher, and any support instructors, meet regularly to examine data (ARIS, NYSESLAT, diagnostics, lesson videos, student self-assessments). This data is used for individual student profiles and to monitor gains in the four modalities throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction for the different sub-groups of ELLs is differentiated as follows:

- a. SIFE students- Extra assistance will be offered in many areas. One-on-one peer tutoring will be provided. The SIFE student can participate in after-school programs (extended day) offered on Tuesdays and Thursdays from 2:40-3:20.
- b. For an ELL student in U.S. schools less than three years, the extended-time program, which meets twice per week from September through June, the extended-day program, and peer mentoring will be offered. Vocabulary building will be the core of the ESL instruction for this group.
- c. For ELLs in the ENL program from 4-6 years, the extended-day, extended-time program, Saturday Academy, and the required units of ENL instruction are provided. These students are immersed in vocabulary development and test preparation.
- d. Long term ELLs, those with over 6 years of ENL instruction are provided with all of the programs and opportunities that are offered to other ELL students, in addition to targeted instruction based on their individual needs as noted by their NYSESLAT scores.
- e. Former ELLs are provided with continued ENL services for an additional two years. They receive .5 unit of study (90 minutes) per week of Integrated ENL in ELA/Content Area.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services. to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification would be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

The school would establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process. If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

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?

Students who are identified as having special needs are provided with extra materials and visuals to aid in content comprehension. "The Words Their Way" for ELLs is a curriculum specific utilized to provide access to academic content areas and accelerate English language development. They are also given extra time to complete their tasks and are placed small groups that they can receive individual assistance. They are provided with grade-level material in smaller parts that are differentiated to meet their special needs as identified on their IEPs.

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?

Chart
 ents who are identified as having special needs are provided with extra materials and visuals to aid in content comprehension. "The Words Their Way" for ELLs is a curriculum specific utilized to provide access to academic content areas and accelerate English language development. They are also given extra time to complete their tasks and are placed small groups that they can receive individual assistance. They are provided with grade-level material in smaller parts that are differentiated to meet their special needs as identified on their IEPs.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <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 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

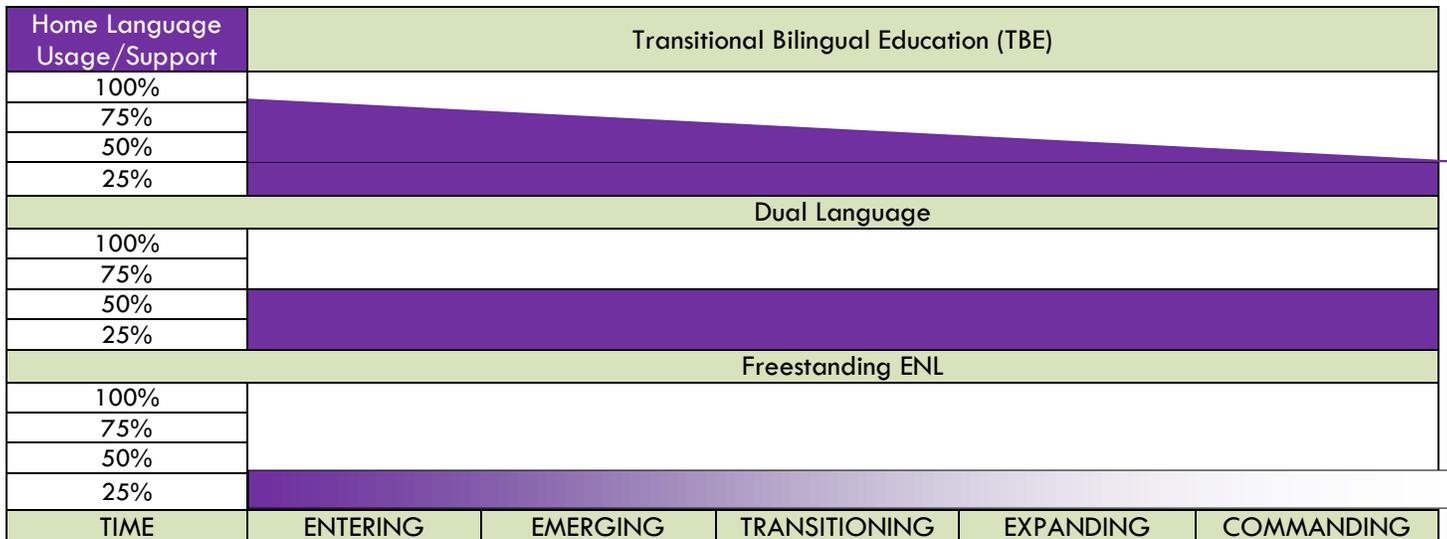


*Note: “other approved services” does not apply to New York City at this time.

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. Once an ELL is identified as "at-risk" and need intervention using the RtI framework, instruction is tailored to meet the needs of these students in the specific domains for which they are at risk. The programs used for intervention are: "The Language of Math", "Perfect Learning Corp.", "Reading Rods Phonics Program", ETA Cuisenaire, and "Words Their Way for English Learners". In addition to these programs, classroom teachers for grades K-2 use the "Leveled Literacy Intervention Program", Fountas & Pinnell.
- In addition to the listed programs, ELLs in the ENL program for 4-6 years, the extended-time program, the extended-day program, Saturday Academy, and the required units of ENL instruction are provided. These students are immersed in vocabulary development. Long-term ELLs, those with over 6 years of ENL instruction, are provided with all of the programs and opportunities that are offered to other ELLs, in addition to targeted instruction based on their individual needs as noted by their NYSESLAT scores. Students identified as having special needs are provided with small groups to receive individualized assistance. All ELLs in the program for over 3 years are offered a targeted after-school program, Saturday Academy, and one-to-one tutoring to increase their language development.
- In order to promote a better home/school partnership, as well as a further extension of services, P.S. 14 provides a translated version of the weekly homework to all parents of ELLs. This allows for parents to better participate in the assistance with homework and overall education of their children.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ENL program at P.S. 14 has proven to be effective in meeting the needs of ELLs in both content and language development. The number of ELLs serviced from 4-6 years has decreased from 7 ELLs in the 2013-2014 school year to 0 for the 2015-2016 school year. This indicates that ELLs are achieving English language proficiency at a faster rate. In addition to these statistics, ELLs and former ELLs are scoring at levels 3 and 4 on the NYS ELA and Math tests at a higher rate.
12. What new programs or improvements will be considered for the upcoming school year?
- For the 2015-2016 school year, some considerations will be that new funding will be spent on expanding the native language and bilingual resources to more languages. The demographic of ELLs has been shifting to include a wider variety of languages as opposed to just Spanish. Native language support resources will include: Chinese and Albanian bilingual dictionaries and books if available. A Newcomer extended-day program will also be considered dependent upon new enrollment numbers in order for ELLs to accelerate in meeting the CCSS.
13. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are given equal access to all school programs offered at P.S. 14. ELLs are strongly encouraged to participate in after school activities such as Bingo Night, Jeopardy Night, and any school dances. Through the use of Title III funding, additional materials and resources will be purchased for use in the ENL After-School Program at P.S. 14. This runs on Mondays for grades 1-2, and Tuesdays for grades 3-5. Activities in this program include collaborative community projects, readers' theater, and other group activities that will foster oral and academic language skills.
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.
- Instructional materials used to support ELLs include many visual aids, hands-on manipulatives, realia, and bilingual resources. Classrooms are equipped with computers and educational activities that allow for technology to be incorporated into lessons. Songs, and audio-visually are used consistently, as well. Classrooms are equipped with Promethian Boards and document readers to facilitate interactive learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- A minimum of 25% Native language support in the ENL program consists of allowing some native language collaborative work among students when it is needed academically. In addition to bilingual dictionaries, any texts and resources available in native language is encouraged for use to represent and include students' native culture.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All ELLs are placed in the appropriate grade level for their age upon arrival. Materials and resources used are developmentally appropriate and on grade-level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- ELLs that enroll throughout the school year are paired with a classroom buddy that is from the same background and speaks the same native language. This is usually another ELL that is at a higher proficiency level, as well as one who is familiar with school and classroom procedures. This is valuable in assisting the Newcomer in acclimating to his or her new environment. Classroom teachers

are given materials that will assist in the facilitation of English language acquisition, such as Newcomer books from the Rigby, "On Our Way to English" program, as well as bilingual picture dictionaries.

For Newcomers, P.S. 14 also provides the following:

- Extended Day Program where students practice vocabulary and pronunciation with the teacher and the Rigby computer program: "On Our Way to English"
- Language games and role playing activities to help bolster students' self-esteem
- Songs and finger plays (lower grades)
- Role playing
- Reader's Theater
- Classroom is organized in order to facilitate interaction among peers, as well as for teachers to foster the development of academic objectives and language
- Use of Native language is encouraged to support English language acquisition among all four domains
- Teachers activate students' prior knowledge in order to help ELLs gain confidence and grasp learning objectives
- Use of graphic organizers and extensive modeling for written work to help prepare for ELA

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.)
A professional development plan, which includes all staff that works with ELLs: classroom teachers, cluster teachers, educational assistants, parent coordinator, counselor, and all other staff members. Areas covered in the staff development include ENL and the content areas, the facilitation of language development, instructional adaptations for ELLs, differentiated lesson planning, communicating with parents, and ELLs in special education programs. The topics included are the theory of second language acquisition, lesson planning using ENL methodology such as TPR (total physical response), and the identification and placement of ELLs.
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?
The ENL teacher is regularly sent to professional development throughout the school year. The ENL teacher shares the information received providing professional development to all teachers of ELLs. This training is provided during professional development days and other times. The certified ENL teacher will provide professional development to the classroom teachers to assist them with preparing differentiated lessons for ELLs. Staff development for teachers to learn ENL methodologies and strategies will also be provided. Topics covered will include: the process of identifying and placing ELLs into differentiated groups, the social difficulties faced by immigrant children as they strive to adjust to a new country, and the challenges faced by language minority children as they experience what is known as "Language Shock". In addition, the obstacles the ELLs encounter in their efforts to become proficient in the English language and how teachers can help their ELLs overcome some of these barriers will also be discussed.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Various forms for differentiated instruction discussed include the use of seating arrangements to improve the opportunities for interaction and acquisition of education in the context of social climate, the use of cognates to facilitate vocabulary development, and promoting a safe environment where ELLs feel free to take risks as they engage in learning a new language. The critical aspect of the relationship with parents is covered, as well as how to communicate effectively with both parents and caregivers. The use of cooperative learning to promote interaction among students and the development of scaffolding activities will help ELLs to organize their thoughts and develop comprehension.
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.
The school provides professional development to all teachers and administrators that specifically addresses the needs of ELLs. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For the ENL teacher, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P.S.14 is in partnership with Learning Leaders, Metro Plus Health Services, and Our Child Safety Services to assist parents with school related issues. A program of adult education is in place to help parents provide assistance to their children in completing homework and other academic related issues. Workshops and meetings are held by the parent coordinator and a NYS certified bilingual/ESL teacher on staff. A series of ESL workshops are offered to the community directly related to ESL issues and concerns.

A parent survey was created to establish parental needs. These are being addressed in the meetings and workshops offered during the school year 2013-2014, which include:

- Open School Week
- ARIS-student academic history
- ESL Parent Workshop
- Fast Food Nation
- Homework Help
- Parent Volunteer Training
- IEP/ELL
- Child Abuse
- Special Needs
- Developing Young Readers
- Reading to Learn
- ARIS Parent Link
- ESL Parent workshop
- Help your child "Write from the Start"
- Helping your child grow as a writer
- Math workshop
- Anti-stress workshop, parent and child
- Healthy eating

Additional ESL workshops will be held for parents through out the year. Other topics of interest, such as the transition from elementary to middle school, will be offered.

All meetings and workshops are offered to the entire community with bilingual support always available.

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.

All orientations and parent communication is done in a language or mode of communication that the parent or guardian best understands. The parent must return completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained using existing procedures. The schools is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

ELLs are placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available in the school, the school places the student in that program immediately and provide the student with a full schedule. If a parent's program choice is not currently available in the school, the school must inform the parent that the selection is not available at the school, provide the parent with the following two options, and maintain a record of the parent's response: (1)Keep the student enrolled at the current school in an available program; if the parent chooses this option, the school should immediately place the student in that program and begin serving him/her; OR

Transfer the student to a different school where the parent's selection is currently available. To do so, schools should contact the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. (2)While the school awaits the transfer, the student should temporarily be

placed in an ENL program in the school until the transfer is complete. Students placed in ENL due to the unavailability of bilingual programs at the current school count toward minimum thresholds for opening a bilingual program. See page 22 for more details on minimum thresholds.

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained at the school using existing procedures established within the school. While waiting for a parent to complete the form, the school places the student in a bilingual program if available, or at a minimum, provide mandated ENL services based on the student's proficiency level.

Parent choice is recorded in the ELPC screen. Schools may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment. Once the student's program has been determined based on the steps outlined above, schools send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.

The school individually meets with the parents or guardians of ELLs at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. The school determines the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. The school records attendance using existing procedures.

All ELL-related documents are kept in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, an ELL Folder of Critical Documents which contains these documents in a central location for ease of review, is maintained.

Critical ELL documents include the following:

- Dated and signed copies of each student's
 - o Home Language Identification Survey
 - o Parent Survey and Selection Form
 - o Program Placement Letter
 - o Entitlement letter (newly identified ELLs)
 - o Continued entitlement letter (continuing ELLs)
 - o Non entitlement letter
 - o Language Proficiency Team NYSITELL Determination Form

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

A parent survey was created to establish parental needs. These are being addressed in the meetings and workshops offered during the school year 2013-2014, which include:

- Open School Week
- ARIS-student academic history
- ESL Parent Workshop
- Fast Food Nation
- Homework Help
- Parent Volunteer Training
- IEP/ELL
- Child Abuse
- Special Needs
- Developing Young Readers
- Reading to Learn
- ARIS Parent Link
- ESL Parent workshop
- Help your child "Write from the Start"
- Helping your child grow as a writer
- Math workshop
- Anti-stress workshop, parent and child
- Healthy eating

Additional ESL workshops will be held for parents through out the year. Other topics of interest, such as the transition from elementary to middle school, will be offered.

All meetings and workshops are offered to the entire community with bilingual support always available.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
P.S. 14 is in partnership with Learning Leaders, Metro Plus Health Services, and Our Child Safety Services to assist parents with school related issues. A program of adult education is in place to help parents provide assistance to their children in completing homework and other academic related issues. Workshops and meetings are held by the parent coordinator and a NYS certified ENL teacher on staff with bilingual support. A series of ENL workshops are offered to the community directly related to ENL issues and concerns. A parent survey was created to establish parental needs. These are being addressed in the meetings and workshops offered during the school year 2015-2016.
5. How do you evaluate the needs of the parents?
A parent survey was created to establish parental needs. These are being addressed in the meetings and workshops offered during the school year 2015-2016.
6. How do your parental involvement activities address the needs of the parents?
Workshops and meetings are held by the parent coordinator and a NYS certified ENL teacher on staff with bilingual support. A series of ENL workshops are offered to the community directly related to ENL issues and concerns. A parent survey was created to establish parental needs. These are being addressed in the meetings and workshops offered during the school year 2015-2016.

D. Additional Information

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

Paste response here:

School Name: _ **School DBN:** _

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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: **08X014** School Name: **P.S. 14**
Superintendent: **Karen Ames**

Before you begin, please check the following:

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

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

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

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

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

When parents or guardians come to P.S. 14 to register their child, they are asked to complete the Home Language Identification Survey form. During the registration process, the current ENL teacher conducts an informal interview with the parents and child to gain a deeper understanding of his or her language proficiency and preference. The aid of a translator is enlisted if deemed necessary or at the request of the parent.

The parents also attend a Parent Orientation where they watch the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded using existing procedures established in the school. The orientation is in a language or mode of communication that the parent or guardian best understands. The school would contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

If parents are unable to attend the group orientation, an individual meeting is set up within the next few days when parents can meet to discuss the program models and ask questions.

After parents are informed of all three program models at the parent orientation, they are provided with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.

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.

Spanish, Bengali, Arabic, Hindi, Albanian, Chinese

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.)

Calendars, annual handbooks, newsletters, after-school program information, NY State testing dates, letters from school leadership, general overview of student curriculum, and parent-teacher conference announcements.

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.

Parent Orientation Night in September, parent-teacher conferences, and curriculum night.

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.

Utilize ATS reports to generate the Parents' Preferred Language Reports and track the preferred language of communication for parents. Over-the-phone interpretation services will be provided through the DOE.

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.

Over-the-phone interpretation services will be provided by the DOE. Interpreters will be present at IEP meetings if necessary via phone or in-person.

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.)

The school will ensure that all staff is aware of and know how to use translation services and over the phone interpretation services through the T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, and during professional development.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Parents will be notified that they can access critical documents that are already translated on the DOE's website at <http://schools.nyc.gov>.

Part F: Monitoring and Quality Control

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

Parent Surveys and in-person interviews during formal school events with parents will be utilized to gather feedback from parents on the quality and availability of services.