

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X035

School Name:

P.S. 035 FRANZ SIEGEL

Principal:

GRACIELA NAVARRO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Franz Sigel School Number (DBN): 09X035
Grades Served: K-5
School Address: 261 East 163rd Bronx, New York 10451
Phone Number: 718-681-7214 Fax: 718-681-7264
School Contact Person: Graciela Navarro Email Address: gnavarr@schools.nyc.gov
Principal: Graciela Navarro
UFT Chapter Leader: Alicia Grace
Parents' Association President: Nancy Medina
SLT Chairperson: Desiree Machicote-Ocasio
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ernest Suarez
Student Representative(s):

District Information

District: 9 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue , Bronx New York 10456
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: One Fordham Plaza, Bronx, New York 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-935-2000 Fax: 718-741-7928

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Graciela Navarro	*Principal or Designee	
Alicia Grace	*UFT Chapter Leader or Designee	
Nancy Medina	*PA/PTA President or Designated Co-President	
Maria Bonilla	DC 37 Representative (staff), if applicable	
Ernest Suarez	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	
Maria Bello	Member/ paraprofessional	
Debra Elliott	Member/ Teacher	
Sandy Magny	Member/ Parent	
Desiree Machicote	Member/ Parent	
Monica Martinez	Member/ Parent	
Jacqueline Ankner	Teacher, Special Education	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
La-Trina Johnson	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school's mission is to equip students with effective instructional and social emotional strategies needed to excel in society. Our vision is to develop a community of learners who are prepared for college and career and are able to think critically and adapt to a rapidly changing society. We envision a community of confident learners prepared to meet an ever-changing society.

P.S. 35X was founded in 1901 as The Franz Sigel School and is located in the Morrisania section of the Bronx. We have a population of 714 children in grades kindergarten through fifth grade. Students are from the local community, as well as countries, including Mexico, Central America, Africa and several islands in the Caribbean. Our school is a central part of the community to the students and their families.

P.S. 35X has been a school in good standing for more than 20 years. There are significant factors that are attributed to this success. A strong instructional leadership team, a stable staff with many years of experience, a nurturing school environment, operational systems and structures, a strong academia, thriving performing arts programs, and a budget that supports these structures have been the sustenance of success for our school. Our school has had the opportunity to participate in the Future City High School program in the past, as one of the only guest elementary schools. P.S. 35X also has been featured in the New York Times and recently participated in a Portraits of Hope community project. Our relationship with the New York Yankees is long-standing since 2006 and has benefited not only our students but many of our families in times of need.

One of our major challenges is constantly adapting to growing classroom registers and the lack of space in a building over 113 years old. Another critical challenge is implementing the Common Core Learning Standards and Shared Pathway with students who present serious cognitive and behavioral difficulties.

P.S. 35X has made significant growth in English Language Arts (ELA) particularly with English Language Learners, and in pedagogical practices, while utilizing the Danielson Rubric. In 2013-2014 our instructional focus was on questioning and discussion and the use of close reading strategies. We showed significant growth as evidenced by observations and student products. In 2014-2015 our instructional focus was on writing across all disciplines and we will continue this instructional focus in the 2015-2016 school year. Our core belief, all children can learn, is the premise for our focus on teaching our students how to become authors (autonomous learners) through deeper student engagement with writing. We will continue our work around the idea that through reading and discussion, students will gain knowledge and ideas to become well-read writers – providing students with time to practice reading so that as students read more, they will learn to read with a writer's eye. We will continue working on writing across all subject disciplines through strategic, interactive, and explicit modeling and teaching. Providing our English language learners (ELLs) and students with disabilities (SWDs) with opportunities to be part of the writing process will be a priority. Our school will also continue collaborative efforts that address pedagogical approaches to expand teacher content knowledge and strategic methods to advance student learning.

One of our major shifts in 2015-2016 the manner in which we address the needs of our special education students in self-contained classrooms (12:1 and 12:1:1). There are several goals for this endeavor. One is to restructure the special education department by organizing classes of students with the same classification. During the 2014-2015 school year, we began the work with our staff. Every IEP was analyzed and the data was used to create a classification database. The database was organized according to the student's current classification, diagnosis, functional and instructional level, as well as other relevant information not captured on the student's academic history in the IEP. The data gathered was then used to create classes based on similar classifications and functional levels of students. The data indicated that we had a number of students classified and diagnosed with Autism. As a result, we created a classroom with autistic students supported by the New England Center for Children (NECC). NECC is a non-profit autism research and education center dedicated to transform the lives of children with autism worldwide through education, research, and technology. NECC's vision is to be a global leader in the provision of effective, evidence-based educational services for the underserved children with autism and their families. We created a partnership with NECC that will provide a support system

for our school community which includes our staff, students and families. Our intention at P.S. 35X is to educate our special education teachers so that they may benefit from the knowledge and methods developed at NECC to serve our special needs population. We will train our teachers to use the power of technology to help transform the lives of children with autism. We will conduct monthly meetings with a behavior specialist to share strategies with teachers, paraprofessionals, and families. Another change in our special education department is adapting the curriculum to the student's needs. Materials and resources will be modified using the student's interest and academic level. The structure of the curriculum will be organized to meet the time on task for students through stations/centers and small group(3 students) or one to one instruction. Paraprofessionals play a critical role in this endeavour and their training is equally important. Through a generous grant from Assemblywoman Latoya Joyner, our school has partnered with the non-profit organization INCLUDEnyc. INCLUDEnyc was founded in 1983 by three New York mothers and serves families with children and young adults with all disabilities--with an emphasis on the city's highest needs families and communities. INCLUDENYC will provide school, group and individual assistance to our parents. Their services include helping parents with; understanding the Individual Education Plan (IEP) process, teaching parents strategies to use at home with their special needs child, helping families to advocate for their children and connecting families to community resources.

Our school is comprised of the following demographics:

P.S. 35X Students: 714 – Hispanics: 68%, Blacks: 28% and other 4% **Title I:** 93%

P.S. 35X presently has: 1 principal, 3 assistant principals, 2 secretaries, 46 classroom teachers, 8 clusters, 2 English as a Second Language (ESL) service providers, 1 SETSS provider, 4 speech teachers, 16 paraprofessionals, a parent coordinator, a nurse, 6 school aides, 1 safety officer, lunch room staff, and School Based Support Team (SBST) members. Paraprofessionals support teachers in various classrooms. Of the pedagogical staff, 95.6% are fully licensed and certified and 75% have more than 5 years teaching experience in the school.

English Language Learners (ELL): 22%

Students with Disabilities (SWD) : 19%

Unique Programmatic Features

- There is departmentalization in grades 2-5 for both General and Special Education ICT classes. The self-contained 12:1 classes follow a different instructional structure of the day. The departmentalization structure in our school allows teachers to focus on two content areas and participate in professional development sessions in the content areas they teach. Departmentalized supervision allows supervisors to focus on the content areas they supervise.
- The administrative team serves as the coaches for teachers. A mathematics consultant assists in professional development at least twice a month. The departmentalized areas are as follows :
 - Grades 2-5 English Language Arts/ Social Studies (ELLs/SWD's in Integrated Co-Teaching class (ICT) and related services are included):
 - Grade 2-5 Mathematics/ Science (ELLs/SWD's in ICT and related services are included).
- Saturday Academy 4-5 (ELLs and SWDs are included): Students are grouped according to their academic needs in phonics/phonemic awareness, reading comprehension skills, writing, language development, and problem solving in mathematics.
- Performance Arts, Technology/Science Majors 4-5 (ELLs and all SWDs are included): Students choose a major based on interest in either Dance, Music (Voice), Music (Instrumental) Art., Technology or Science Majors meet once each week for two periods(90 minutes).
- Morning Academic Intervention Program: The morning program works on improving reading, writing and mathematics in grades 3-5 from 7:15 am – 8:15 am.

Afterschool /Clubs

Our after school programs for 2015-2016 will service ELL's and SWD's in a small group academic program. Our clubs are performing arts and sports driven. They expand learning opportunities that support developmentally appropriate cognitive, social, emotional, and physical outcomes. In addition, these programs offer a balanced academic support in the arts and cultural enrichment.

Programs for Families and Community Partnerships

- **Parent Programs :** ESL, GED, Health and Nutrition, Computers, and Zumba
 - School Wellness Grant: Parent/Student Nutrition and Health Awareness program
- **Community Partnerships:** Yankees, Montefiore, Mid-Bronx Senior Citizen Council, My Own Book

Fund (**Barnes and Noble**), **INCLUDEnyc**, **Boys Scouts and Girls Scouts of America**

- **Bronx Borough Presidents Office:** Current recipient of \$100,000 in Technology

Assemblywoman Latoya Joyner: Awarded 150,00 to work with IncludeNY organization with our parents, in particular our parents of special needs students.

09X035 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	712	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	90.8%	% Attendance Rate		92.7%
% Free Lunch	90.9%	% Reduced Lunch		6.2%
% Limited English Proficient	23.8%	% Students with Disabilities		22.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		28.4%
% Hispanic or Latino	67.6%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	0.8%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.2%	Mathematics Performance at levels 3 & 4		33.6%
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Framework for Great Schools Report/ New York State Education Department Assessment Data Grades 3, 4, and 5

The Framework for Great Schools Report, student progress rating, demonstrates the school met the target in ELA (14%) and Mathematics (33.6%). The strong area where the school achieved a score of 75% or higher was in the shifts in literacy. The shifts in mathematics score are at par with the city average. The areas the school needs to address are teaching and learning and assessment.

The current curriculum program for general education and special education classes are the following;

Core Knowledge(K-2), Ready-Gen(3-5), Go Math, NYS Social Studies, FOSS Science

The Autism Curriculum Encyclopedia (ACE) program will be used primarily with special needs students in self-contained classrooms. However, it can be used with other students with IEP’s or students who require the use of applied behavior strategies. The Autism Curriculum Encyclopedia program is the culmination of over 35 years of research and practice conducted at The new England Center for Children(NECC), a leader in the fields of Applied Behavior Analysis (ABA) and autism. The ACE provides an interactive database containing assessment tools, lesson plans, teaching materials and student performance reports for over 1,300 skills drawn from the curriculum used at NECC. It is designed to provide teachers, administrators, and other school professionals with easy access to applied behavior analytic procedures and an effective way to aggregated and understand student performance data.

Assessments - Assessments are aligned as curriculum is modified to meet the Common Core Learning Standards and the Instructional Shifts are implemented. The curriculum provides assessments but these are modified when teachers meet to analyze and discuss results. Assessment results are recorded on spreadsheets and item analysis are created. These results are used to inform instruction, differentiate instruction and modify lesson plans.

Core Knowledge Language Arts (K-2)

- End of unit (skills)
- Pausing Points
- End of Domain (listening & learning)
- Writing units – writing performance tasks after each unit

Ready Gen (3-5)ELA(Reading and Writing)

- End of modules assessment within each unit
- End of unit assessments
- Writing units – writing performance tasks after each unit
- Conferencing (conference notes)
- Charts (visual clues) keep focus
- Written feedback (post it) that allow students to correct their misconceptions/errors
- Verbal feedback

Go Math (K-5)

- Beginning, Middle, and End-of-Year Assessments
- Mid-Chapter Review
- End of Chapter Review and Assessment
- Performance tasks after each chapter

- Formative Assessments (exit slips worksheets)
- Checks for Understanding and Student Self-Assessment
- Writing – Checklist
- Rubrics
- Peer assessment (evidence post-it)
- Teacher observations (checklist)
- Exit slips
- Thumbs up/thumbs down
- Use of wipe boards

Science and Social Studies

Science Program: FOSS – grades K – 5

Social Studies K-2 New York City Scope and Sequence

The School Quality Snapshot demonstrates that 94% of our former 5th grade students passed all core courses in middle school. This indicates that our teachers and staff have prepared our students well so that they are able to transfer learning and succeed at the next level.

Part 2 – Annual Goal

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

By June 2016 P.S. 35X will improve the quality of the enacted curriculum by incorporating adjustments that will increase students’ access to rigorous materials and instruction. This will result in a 5 point increase in the Median Adjusted Growth Percentiles for ELA and Math and 5 point increase in State Growth Performance in English Language Arts and Mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implement a rigorous instructional program using the following curricular materials: Core Knowledge (Grades K-2), Ready Gen (Grades 3-5) Mathematics: Go Math with supplemental resources and Engage NY Math, Science: FOSS, and Social Studies: NYC Scope and Sequence.</p>	<p>Grades K-5</p>	<p>September 2015-February 2016</p>	<p>Administration Teachers, Teaching assistants</p>

<p>Adjust curricula to meet the needs of each student through the use of the EQuIP (Educators Evaluating the Quality of Instructional Products) Rubric for Lessons & Units: ELA/Literacy Grades K-2 and the Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) Version 5 Tri-State Quality Review Rubric for Lessons & Units: Mathematics – Version 4.</p> <p>These rubrics will ensure that our units in reading and writing have the appropriate alignment to the common core state standards (CCSS), Key Shifts in the CCSS III, Instructional Supports and Assessment, and improve pedagogical practices through quality planning and preparation using the Common Core Aligned lesson plan components. There will also be a focus on guided reading/writing/and independent reading as well as guided math and explorations in mathematics.</p> <p>Content Sessions: All content sessions are centered on the observable needs of the teachers and their requested needs.</p>	<p>Pedagogical Staff</p> <p>Pedagogical Staff</p> <p>Administrative Team</p> <p>Teachers</p>	<p>March - June 2016</p> <p>September 2015- February 2016</p> <p>March - June 2016</p> <p>January 12, 2016</p>	<p>Administration</p> <p>Teachers, Teaching assistants</p> <p>Administration</p>
<p>We will incorporate the use of differentiated instruction, Universal Design for Learning, Depth of Knowledge and Actionable Teacher feedback to address the needs of all students including English language learners and students with disabilities.</p> <p>ACE curriculum for autistic students in 12:1 self-contained classrooms and other identified students.</p> <p>Additional staff will offer support via small group instruction for all students in grades K-5 including ELLs and SWDs.</p>	<p>Pedagogical Staff</p>	<p>September 2015- February 2016</p> <p>March - June 2016</p>	<p>Administration</p> <p>Teachers, Teaching Assistants</p>
<p>Parent Workshops: Rigor</p> <p>Parent Newsletters</p> <p>Use of Parent Engagement Time once a month to teach parents a strategy they can use with their children at home.</p> <p>Ex: Fluency strategies in literacy and mathematics</p> <p>Using literacy and mathematics games to reinforce phonics, phonemic awareness, and math concepts .</p> <p>.</p>	<p>Parents</p>	<p>September 2015- February 2016</p> <p>March - June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Parent Coordinator</p>
<p>Professional Development Committee: Work collaboratively to establish norms and protocols for teacher teams and school leaders to ensure a positive environment and growth of our learning community .</p>	<p>Teachers</p> <p>Administrators</p>	<p>September 2015- June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Consultants</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monies will be used to:

- Upgrade classroom libraries
- Pay per-session to teachers and content session leaders
- Educational Conference or workshop expenses for teachers and administrators

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

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

Part 5 – Progress Monitoring

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

By the end of January 2016, we will conduct benchmark assessments in English Language Arts (Reading and writing) and Mathematics to assess students’ progress towards or projected percentage growth. Students are expected to make an average gain of 4 to 5 points from their baseline assessments in CKLA, Ready Gen and Go Math.

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

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

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

Part 1 – Needs Assessment

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

DATA SOURCES:

Framework for Great Schools Survey data shows that both parents and teachers feel that the school is safe. The school had a 95% score in this area. The school will work on the social and emotional aspect of some students in the classroom which impacts on their academic achievement.

A school wide positive behavior expectations plan will be implemented in our school. Teachers will develop their own plan and include the school wide behavior expectations. To support this plan, the school will implement the behavior management approach used by the New England Center for Children. NECC is a non-profit autism research and education center at the forefront of conducting and publishing research to further the understanding and treatment of autism and related disabilities. It has developed techniques to help de-escalate and maintain safety in volatile situations. While NECC primarily works with autistic students and students with extremely challenging behavior the preventive techniques are appropriate for all students. Known as CALM, the set of procedures is designed to safely prevent physical altercations or de-escalate physical confrontation. CALM was specifically developed for professionals working with children with autism and is intended to be used with children five years of age and older. All staff must participate in the 16 hour training to be certified in CALM. This approach is general to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The NECC approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs. Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach. How we, the adults in the school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.) This program also aligns with the current Domains and components required to be implemented for 2015-2016 in the Danielson Framework for Teaching (Domain 2a Classroom Environment: Creating an environment of respect and rapport, 2d Managing student behavior and 3c Engaging students in learning, 4e Growing and developing professionally).

In order to align our plan with these principles, staff will be involved in professional development and use the NECC language and techniques in their practice.

The NECC approach and school based components that will be incorporated throughout the school include:

- **Daily Meeting** —gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Behavior Guidelines** —helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling** —teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language** —using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences** —responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Academic Choice**— increasing student learning by allowing students teacher-structured choices in their work

- **Classroom Organization**— setting up the physical room in ways that encourage students’ independence, cooperation, and productivity
- **Working with Families** —creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving** —using conferencing, role playing, and other strategies to resolve problems with students

In addition, the NECC a certified behavior consultant will train staff in the following areas:

Development of behavior guidelines, development of crisis plan, mandated De-escalation training both verbal and physical and on site modeling of techniques and strategies learned. social and emotional The NECC behavior specialist will also work with teachers on addressing the behaviors of a few students who repeatedly display inappropriate responses which may lead to level 4 infractions. The school will have a SAVE room with a trained special education teacher who will work closely with the NECC behavior specialist and students to teach them self-regulation skills. The New England Center for Children behavior consultant will support the SAVE room teacher. All of these practices will provide support that will build school capacity to address severe behavioral issues .

The NECC approach will be evaluated in January and June with the SAVE room and classroom data and modifications will be made if necessary.

Part 2 – Annual Goal

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

By June 2016 the results of the Framework for Great School (2016) will demonstrate a n increase of 10 points in the scores for classroom behavior, social emotional measure, press towards academic achievement and peer support for academic work

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Use the principles of NECC CALM approach which is a <u>research- and evidence-based</u> approach to education that leads to greater teacher effectiveness, higher student achievement, and improved school climate.	Teachers Students Administration	September 2015 - June 2016	Administration Teachers Parent Coordinator

	Parents		
Use individual behavior guidelines in general education classes for students displaying inappropriate actions to attract attention	Teachers	September 2015	Administration,
Use Behavior intervention and Functional Behavior assessments plans for students with disabilities if needed	Students	- June 2016	Teachers,
Use strategies recommended by NECC behavior consultant for specific students with significant and reoccurring aggressive or defiant incidents	Administration		Parent Coordinator,
Provide information in appropriate languages to students and parents on the NECC CALM approach	Parents		Behavior Consultant, Guidance counselor
Include NY formerly Resources for Children with Special Needs organization will work with parents closely, providing strategies for parents to implement at home for autistic, intellectually disabled, emotionally disturbed and learning disabled. Workshops on school site will be provided on topics understanding the special education process, understanding their child's disability and enhancing their child's skills and confidence.	Teachers	September 2015	Administration,
Provide materials in native language of the parent where possible	Students	- June 2016	Teachers,
	Administration		Parent Coordinator,
	Parents		Behavior Consultant, Guidance counselor
Work collaboratively with teachers, students and parents on developing the classroom practices for the CALM approach so that these practices further enhance the strong culture of trust.	Teachers	September 2015	Administration,
Work collaboratively with IncludeNY program to build trust and capacity with parents and school staff in addressing students with special needs	Students	- June 2016	Teachers,
	Administration		Parent Coordinator,
	Parents		Behavior Consultant, Guidance counselor
			IncludeNY

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.											
Grant from Assembly woman Latoya Joyner for IncludeNY program.											
Monies for behavior consultant and educational consultant.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

By January 2016 data collection from the SAVE room teacher and classroom teachers will demonstrate a reduction of incidents in level 3 and 4 infractions.

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

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

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

Part 1 – Needs Assessment

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

DATA SOURCES: Advance System and Framework for Great schools

The Framework for Great Schools demonstrates a high score in reflective dialogue and inclusive classroom instruction.

The quality review rated teacher collaboration as well developed. The areas to address are the quality of professional development, innovation, school commitment and collective responsibility.

Data in the Advance system demonstrates 95% teachers are effective in growing and developing professionally. In planning and preparation; content knowledge and pedagogy (P&P) 90% of teachers were rated effective or highly effective while only 68% were rated effective during the observation. In planning and preparation; designing coherent instruction (P&P) 81% of teachers were rated effective or highly effective while only 62% were rated effective or highly effective during the observation. This clearly shows a disparity between the written plan and delivery of the plan.

The school will address these gaps through quality structured and researched professional development.

The professional development committee will create six week cycles which will include the following:

- Elements of a Common Core Aligned Unit and lesson-Components of a highly effective lesson
- Formative Assessments: Assessment throughout the lesson
- Guided Reading/writing/math: Components and implementation of a highly effective lesson.
- Special education: Restructuring the curriculum and day to meet the needs of special education students in 12:1 classes and autistic students.
- Interactive engaging activities-technology : Utilizing the smartboard for an integrated highly effective lesson

Speech teachers, occupational therapist and physical therapist receive training from their respective departments outside of the school.

Our school is participating in the New Teacher Center professional development for teachers and school leaders. These teachers were selected because of their effective and/or highly effective ratings. They are each mentoring one new teacher in the school. They participate in professional development in instructional mentoring, observing and conferencing, using data to inform Instruction and designing effective instruction. School leaders will participate in this program which is designed to advance teacher practices. Teachers and school leaders will share their learning with teacher teams.

Additional systemic structures that support professional collaboration are the following:

- Daily scheduled time for grade or department meetings in the prep schedule
- Inquiry teacher team meetings during scheduled school time which takes place on Monday's Professional development time.
- Prep scheduled time to meet with Mathematics consultant
- Professional Development Committee
- MOSL Committee
- After school grade planning sessions
- Special Education Department meetings
- Lunch and Learn grade or department meetings
- Saturday Academy planning meetings
- Content Sessions

Part 2 – Annual Goal

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

By June 2016, 80% of teachers will be rated effective or highly effective in 1a and 1e observation section of the Advance system. This will reduce the gaps between in Designing Coherent Instruction 1a and 1e P&P lesson Plan ratings and 1a and 1e observation ratings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implement a rigorous instructional program using the following curricular materials; Core Knowledge (Grades K-2), Ready Gen (Grades 3-5) Mathematics: Go Math, Science: FOSS, Social Studies: NYC Scope and Sequence and embedded in Ready Gen Units.</p> <p>Use of a research based rubric to assess quality of professional development.</p> <p>Provide professional development in six week cycles</p> <p>Professional development committee will assess six week cycles.</p> <p>Professional Development Committee six week cycle calendar</p> <p>Support visits by administration and peers with immediate feedback on implemented learning from professional development</p> <p>Inter-visitations to classrooms for purpose of adding strategies to the teacher's repertoire in reading, writing and mathematics</p> <p>Daily Prep time schedule for planning facilitated by teachers</p>	<p>Pedagogical Staff</p>	<p>October 2015-December 2015 January 2016 February 2016 April 2016 June 2016</p>	<p>Administration Teachers, Teaching Assistants</p>
<p>Opportunities for all staff including special education department, general education, ELL teachers and support staff to plan after school and be compensated</p> <p>Book study session and planning collaboratively to design lessons that include strategies for English Language Learners for Literacy, Mathematics, Science and Social Studies.</p>	<p>Pedagogical Staff</p>	<p>October 2015-December 2015 January 2016 February 2016 April</p>	<p>Administration Teachers, Teaching Assistants</p>

		2016 June 2016	
Disseminate Professional development calendar to parents Newsletter to parents on key points of professional development Provide documents in preferred language of parent	Pedagogical Staff	October 2015-December 2015 January 2016 February 2016 April 2016 June 2016	Administration Teachers, Teaching Assistants
Support visits before observations to build trust and collaboration. Administration open daily time to support teachers posted and support visits before official observations to build trust and collaboration	Pedagogical Staff	October 2015-December 2015 January 2016 February 2016 April 2016 June 2016	Administration Teachers, Teaching Assistan

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.											
Monies for per-session to conduct content session in planning and preparation 1a,1e and in Instruction 3b,3c and 3d											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 70% of teachers will be rated effective or highly effective in 1a and 1e observation section of the Advance system .
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

DATA SOURCES: The Framework for Great Schools Report

The Framework for Great Schools report shows that Teacher–Principal trust received a score of 92%. The areas to be addressed are teacher influence and program coherence. Further analysis of teacher influence is needed as it contradicts the Quality Review data on collaborative teachers as well developed. Teacher influence will continue be seen in the collaborative planning of English language Arts and Mathematics Units and assessments for these units. Their deep understanding of the components of the units along with the use of the EQUiP (Educators Evaluating the Quality of Instructional Products) Rubric for Lessons & Units: ELA/Literacy Grades K-2 and the Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) Version 5 Tri-State Quality Review Rubric for Lessons & Units: Mathematics – Version 4. will result in program coherence.

The administrative team is comprised of the Principal and three assistant principals. For the 2015-2016 school year one assistant principal will supervise the special education department including ICT classes and self-contained 12:1 classes, one will supervise grades 1-5 English Language Arts department and the other will supervise grades K-5 mathematics. They will observe and meet at least once per week with teachers to support their pedagogy and conduct formal/informal visits. The discussions are focused around effective instructional practices. They will support teachers in becoming effective or highly effective in their practice. As learners we will continue to participate in the New Teacher Center initiative in District 9. We work on the “Weekly Post” which informs teachers of important information and forthcoming events. There is a reflective section in the “Weekly Post” which recognizes staff efforts. This reflective section is usually a vehicle in which we highlight positive aspects and we thank staff for their collaborative efforts.

Part 2 – Annual Goal

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

By June 2016 the Framework for Great Schools Report will show a 10 point increase in the teacher influence from the present score of 29 and 10 point increase in program coherence from the present score of 45.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers participate in the modifications of CKLA, ReadyGen, Go Math.</p> <p>Participation in Mentoring PDs, PD Mondays.</p> <p>Ensure program coherence Use of EQuIP (Educators Evaluating the Quality of Instructional Products) Rubric for Lessons & Units: ELA/Literacy Grades K-2 and the Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) Version 5 Tri-State Quality Review Rubric for Lessons & Units: Mathematics – Version 4.</p>	<p>Teachers K-5, clusters, paraprofessionals</p>	<p>September 2015 - June 2016</p>	<p>Administration, consultants teachers</p>
<p>Selected effective teachers participate in hiring process</p> <p>Teachers share curriculum, instructional strategies and assessment of students and build coherence from one grade to another.(Principal's research review)</p> <p>Organize cohesive professional development that supports the instructional framework(Nemwnam et.al 2001a)</p> <p>Create and maintain collective decisions making structures to develop a shared focus and productive school wide goals(Hong & Hatch 2004.p.21).</p>	<p>Teachers K-5, clusters, paraprofessionals</p>	<p>September 2015 - June 2016</p>	<p>Administration, consultants teachers</p>
<p>Parents workshops on curriculum and coherence form one grade to the other.</p> <p>SLT Leadership team participates in educational conferences</p>	<p>Teachers K-5, clusters, paraprofessionals</p>	<p>September 2015 - June 2016</p>	<p>Administration consultants teachers</p>

Parents participate in communicating ideas at PTA, breakfast with administration, educational conferences and parent-teacher meetings.			
Team building activities to build collegiality among staff.	Teachers K-5, clusters, paraprofessionals	September 2015 - June 2016	Administration consultants teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Monies to take staff outside of school for conferences, professional development and team building activities.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 teachers influence and program coherence will be demonstrated in the planning and designing of Units in Literacy and Mathematics as evidenced by a Google survey on their participation thus far.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

DATA SOURCES: Framework for Great Schools

The Framework for Great Schools demonstrates that teacher outreach to parents and parental involvement needs to take a different approach to involve more parents in the school.

Our school will use Epstein’s Framework on Involvement. This framework uses six components that assist schools in increasing parental involvement (Taken from NEA Policy Brief).

- Parenting: Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families’ backgrounds, cultures, and goals for children.
- Communicating: Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.
- Volunteering: Improve recruitment and training to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling.
- Learning at Home: Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.
- Decision Making : Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations.
- Collaborating with the Community: Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities .

During the 2015-2016 school year, we will make a strong pledge to help parents become active stakeholders in our school. Thus, parents will receive assistance in developing their understanding of the performance standards, assessment, student progress and decisions relating to the education of their child/children in several ways. Parents will be encouraged to attend a ‘Sip and Chat’ breakfast sessions (collaborative time to promote, protect and ensure the spirit, mission and vision of the school), Curriculum Nights (Literacy, Math, Science, etc.) or by scheduling a conference with their child’s teacher and/or a member of the administrative team. During said meetings, materials, training and Common Core Curriculum resources will be available to parents. Parents will also participate in club activities collaboratively with our school staff. To get to know each other better in an informal environment parents will be invited to join a dance, art, music or step club.

We know that parents are one of the most important stakeholders in our school community. Therefore, teacher grade teams are going to conduct and hold monthly workshop on instructional strategies for parents. These meetings will be a part of our commitment to help parents become more involved in the learning and academic growth of their child/children.

In addition, the administration team will provide each teacher with a parent logbook for each child within the classroom that will be sent home weekly. These log books create two-way communication between school and home. Teachers and parents will have consistent opportunities to have recorded communication that includes questions, concerns and/or comments that could be referred to later, if needed.

Part 2 – Annual Goal

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

By June 2016 the school will improve at least 10 points in the outreach to parents from the current 50 metric value score.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Use of Epstein’s Framework on Parental Involvement</p> <ol style="list-style-type: none"> 1. Parenting 2. Communicating 3. Volunteering 4. Learning at home 5. Decision Making 6. Collaborating with the community <p>Additional activities:</p> <p>Breakfast with administration</p> <p>Parents vs teacher games</p> <p>Parent and staff participation in District 9 cohort programs.</p> <p>Use of after school teachers to involve parents in clubs, Zumba, step, dance , art, music</p>	<p>Parents/Guardians</p>	<p>September 2015 - June 2016</p>	<p>Administration Teachers Parent Coordinator</p>

<p>Parent information provided in the appropriate languages</p> <p>Use of funds to hire translators when needed for parent conferences or IEP meetings.</p> <p>School Leadership Team will distribute information about upcoming Borough and Citywide Parent Conferences for English Language Learners or Students with Disabilities.</p>	<p>Parents/Guardians</p>	<p>September 2015</p> <p>- June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Parent Coordinator</p>
<p>Provide Parent workshops to explain curriculum</p> <p>Parent Conferences with individual parents or classes to go over particular units parents would like explained</p> <p>School Leadership Team will distribute information about upcoming Borough and Citywide Parent Conferences Curriculum Parent Night</p> <p>Four Parent Teacher Conferences</p> <p>Attend at least one meeting where teachers present professional development plan</p> <p>Newsletter for parents on professional development given to teachers</p> <p>Effective use of Tuesday Parent Engagement Time to discuss individual student needs</p> <p>Effective use of Tuesday Parent Engagement Time to present curriculum to parents</p>	<p>Parents/Guardians</p>	<p>September 2015</p> <p>- June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Parent Coordinator</p>
<p>We work collaboratively with parents by using surveys to ascertain their needs. Classes that were implementing based on parent request are GED, ESL, Zumba and CPR. In addition we work closely with PTA and SLT. We build trust among all constituencies through activities such as: Movie Night, Game Night, Spring Carnival, and student performances.</p>	<p>Parents/Guardians</p>	<p>September 2015</p> <p>- June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Monies for parent incentives, breakfast and lunch for parents, Learning Leaders fee, resource books for parents.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>X</p>	<p>Title III, Part A</p>	<p>X</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

Part 5 – Progress Monitoring

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

By February 2016 parent outreach and parental involvement will show progress as evidenced by parent-logs, attendance and feedback sheets from parent activities.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Performance well below proficiency level for the grade	ReadyGen, Core Knowledge Language Arts Use of graphic organizers, Close reading strategies(chunking) Use of visuals	Small group, one-to one instruction	Before school- Morning Program, Saturday Academy and during the school day
Mathematics	Performance well below proficiency level for the grade	GoMath Use of reading strategies to read math problems	Small group, one-to one instruction	Before school- Morning Program, Saturday Academy and during the school day
Science	Performance well below proficiency level for the grade	Use of reading and writing strategies to demonstrate thinking Scaffolded instruction	Small group, one-to one instruction	Before school- Morning Program, Saturday Academy and during the school day
Social Studies	Performance well below proficiency level for the grade	Use of reading and writing strategies to demonstrate thinking Scaffolded instruction	Small group, one-to one instruction	Before school- Morning Program, Saturday Academy and during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students referred by teachers for social emotional services	Use of applied behavior analysis strategies Use of strategies for self-regulation	Small group, one-to one instruction	During the school day After school if referred to outside agencies

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited through hiring halls, job fairs, NY Teach, recommendations from staff members. Teachers are provided with instructional, social, and emotional support through team-building activities, social gatherings, and instructional support in the classrooms. In addition, teachers engage in high quality professional development sessions facilitated by administrative staff, consultants, and fellow colleagues. Teachers also participate in off-site professional development sessions and then turn-key to fellow teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development (PD) sessions and activities will be done in six cycle week sessions throughout the school year. A research based rubric to assess professional development cycles will be used to create the sessions and to assess their impact. Teachers attend PDs that are provided by administrative staff in afterschool content sessions, consultants, and other education specialists in areas focused on strengthening pedagogical practices that will in return, improve student learning. Paraprofessionals meet with classroom teachers to review content, instructional, and behavioral strategies. In addition, paraprofessionals meet to their own topics and agendas. They are responsible for researching and requesting the staff that will present the topics to meet their needs. . Principal and assistant principals attend network meetings and workshops, in and out-of-state conferences.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not applicable

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).
--

Not applicable

Part 4: SWP Schools Only

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

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

The parent coordinator attends open house sessions hosted by neighborhood early childhood programs to discuss our academic programs, learning environments, after school programs and after school clubs. Parents are given the opportunity to attend an open house to get an insight into the everyday happenings of the school. They visit the Kindergarten classrooms to learn the structure of the classrooms and observe the instructional practices.

Pre-school students visit our school and engage in at least one activity.

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.

MOSL committee makes decisions collaboratively on state and local measures. Professional development will be provided on formative assessments and assessments throughout the lesson. Teachers meet during common preparation periods to review curriculum assessments and discuss topics of interest for future professional development sessions. Teachers analyze, modify and create assessments that are aligned to the common core standards.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	622,188.00	X	After school Programs, Supplies
Title II, Part A	Federal	282,916.00	X	Teacher Salaries

Title III, Part A	Federal	18,276.00	X	Programs after school for ELL students and parent workshops for ELL parents. Books and resources for ELL students and parents
Title III, Immigrant	Federal	0	X	Programs after school for ELL students and parent workshops for ELL parents. Books and resources for immigrant parents and students.
Tax Levy (FSF)	Local	4,015,308.00	X	Teacher Salaries

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S.35X Franz Sigel** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s

policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

P.S.35X Franz Sigel will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

P.S.35X Franz Sigel in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Franz Siegel P.S. 035X</u>	DBN: <u>09X035</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</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: _____ Rationale: The data over the most two most recent consecutive years showed many variations in students' progress. ELL students in grades 1, 3, and 4 showed minimal growth in proficiency levels. The majority of students maintained the same level although there were some areas of slight increases in the points/score. Most of all, many students went down one proficiency level from the previous year.

- For one day (Saturday) each week, students in grade 3 will receive three hours of direct instruction in ESL strategies through interactive art and reading. Thirty additional minutes will permit students to have independent and differentiated activity time on computers. Students will use the Imagine Learning program to build on their areas of weakness. A total of 20 sessions will be directed by two (2) ESL/Bilingual licensed teachers and span from 9:00 am to 1:00 pm.

- A science teacher, who has an ESL/Bilingual license, will engage grade 4 ELL students in afterschool science and mathematics activities in a Robotics program. Students will learn the mechanics of machines and build simple machines for two hours on Fridays from 2:45 pm to 5:00 pm. Fifteen minutes included for snacks. There will be a total of 20 sessions.

- In addition, on Fridays, a licensed ESL teacher will instruct grade 1 students in reading activities through art. Students will read interactive books on iPads. There will be 20 sessions, each beginning at 2:45 pm and ending at 5:00 pm.

- Subgroups and Grade Level of Students include ELL students in grades 1, 3, and 4 according to the criteria in the above mentioned rationale.

- Schedule and Duration: These programs will begin on January 16, 2015 and end on June 19, 2015 for a total of 20 sessions.

- Language of Instruction: English and Spanish

- Number(#) of Certified Teachers: The four (4) teachers who are involved in the direct instruction have ESL/Bilingual certifications.

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: _____ In order for students to efficiently and successfully learn English while learning content in various subjects, teachers must be supported with strategies and best practices for these students. Our ELL student population continues to increase and more than ever, teachers have

Part C: Professional Development

stated that they have minimal understanding and few strategies on how to effectively teach students who are identified as English language learners. Therefore, professional development for all staff members is essential. These session will engage eight teachers in a complete overview of best practices for teaching ELLs. Eight teachers will engage in a book study group with a primary focus on determining strategies that can increase the verbal interaction among ELLs, contextualizing language during instruction, reducing student anxiety, and getting learners actively involved in the classroom. This group will then turnkey to other teachers who are either classified by grade or department. This small study group is comprised of four ESL/bilingual teachers, two special education teachers, and two general education teachers. They will convene twice each month share their thinking and discuss strategies that are emphasized in the text. In addition, they will develop a common language for discourse among teachers and students. The dates for the group sessions begin on January 13, 2015 and continue on January 27, February 10, February 24, March 10, March 24, and April 14, 2015. These Tuesday sessions will begin at 4:00 pm and conclude at 6:00 pm. Study group participants will read and discuss the text, Teaching Vocabulary to English Language Learners, written by Michael A. Graves, Diane August, and Jeannette Mancilla-Martinez. The study group sessions will be teacher-led with participants taking turns to lead/ facilitate each session. Jewellyn Holder will oversee the sessions to ascertain that the focus is maintained and address concerns from the group. The focus for each session is as follows:

* Introduction - Vocabulary Instruction for English Language Learners (ELLs)

* Effective Vocabulary Instruction - The Roles of Stakeholders (Individual, Home, School, Instructional Factors)

* Providing Rich and Varied Language Experiences

* Teaching Individual Words

* Teaching Word-Learning Strategies

* Promoting Word Consciousness

* Conclusion - Reflection and a Look at Validated Vocabulary Programs for ELLs

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: Our parents of ELLs can also benefit from support and workshops. ESL and curriculum classes will be given once a month beginning on January 15, 2015 and end on June 18, 2015. Parents will first understand the grade expectations and learn strategies that they can use to help their child at home. They will also learn about the common core learning standards and content that is being taught in the classrooms. The focal topic is Learning to Learn in a Second Language - Listening, Writing, Reading, and Mathematics. Monthly workshops will be conducted from 5:00 pm - 6:00 pm. The dates and topics are as follows:

* January 15, 2015 - Exploring the Common Core Learning Standards and Grade Expectations

* February 12, 2015 - Strategies to help my Child at Home

* March 19, 2015 - Dinner and Learn - Building our ELL Community of Parents

* April 16, 2015 - Mathematics and English Language Arts (ELA) Strategies

* May 14, 2015 - Understanding the Report Card and Promotion Criteria

* June 11, 2015 - Dinner and Learn - Reflection and Plans for 2015-2016

Embedded into two workshops are two dinner and learn sessions. The first of these sessions is March 19, 2015. During this time, parents will (by choice) bring in a cultural dish to share with the group. Other food items will also be provided as necessary. On June 11, 2015, parents will have the second dinner and

Part D: Parental Engagement Activities

learn session where they will reflect on the activities and workshops, and provide suggestions for more activities and workshops for the upcoming school year, 2015-2016. The workshops will be led by the four ESL/Bilingual teachers in the above mentioned programs. The dinner and learn sessions will be directed by the parent coordinator, Mrs. Eileen Clemente, and held from 5:00 pm to 6:30 pm. Parents will receive invitations for these classes via telephone, letters will be directly mailed to home addresses, and respective students will receive a copy to take home.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	-	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	<u>0</u>	<u>0</u>
Travel	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 035
School Name Franz Siegel		

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 Graciela Navarro	Assistant Principal Jewellyn Holder, EdD
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Artemisa Pichardo	School Counselor Annie Venterina
Teacher/Subject Area Debra Elliott/ ENL	Parent
Teacher/Subject Area	Parent Coordinator Eileen Clemente
Related-Service Provider Angela Ajasin	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Leticia Rodriguez-Rosario	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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area/common branch and TESOL certification	2
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	1
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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	698	Total number of ELLs	173	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"/>
---	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	155	ELL Students with Disabilities	61
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	18	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	155	0	48	18	0	13	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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	28	29	25	30	25	17								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1	1	1	1								0
Haitian														0
French			1			1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	1	4	1	3								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)	8	7	3	6	7	6								0
Emerging (Low Intermediate)	5	3	2	5	4	2								0
Transitioning (High Intermediate)	5	2	5	3	7	5								0
Expanding (Advanced)	12	19	18	21	9	9								0
Commanding (Proficient)		1	7	3	2	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			11	19	13	8								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				0
4	18	2			0
5	15				0
6					0
7					0
8					0
NYSAA			1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	1							0
4	12	8	2		2				0
5	9	3	3	3	1				0
6									0
7									0
8									0
NYSAA			1						0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	2	7	4	3	2			0
8									0
NYSAA Bilingual (SWD)					1				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.
The following literacy programs and school-based assessments will be used to assess early literacy skills of ELLs.

Core Knowledge will be used for all students (ELLs included) in grades Kindergarten, Grade 1, and Grade 2. As a diagnostic assessment, students are administered a placement test in foundational skills. This assessment will be the foundation for the developmental progression for literacy skills in the areas of phonics, fluency, comprehension, and early writing skills.

In grades 1 to 5, English language learners as well as general education students will complete a writing baseline assessment on a topic provided by the teacher. These written baselines will be analyzed by teachers with a common core aligned rubric that will be utilized throughout the schoolyear. The Ready Gen program will be used for students in grades 3, 4, and 5. Teachers will conduct close reading of texts (running records), skill analysis, and team talk to determine students' readability.

The results of the baseline assessments will provide valid information about how well and whether ELL students are deficient in understanding vocabulary and concepts in reading. This information will result in effectual planning and preparation for instruction in developing academic vocabulary daily in classes, Morning Program and all subject areas. Teachers will infuse the use of role play, visuals on computers, smartboards, and iPads.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
A thorough of this data is currently being aggregated.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
A thorough of this data is currently being aggregated. Most likely, we will use this data to inform instructional practices and grouping of students according to their proficiency levels.
- 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 thorough of this data is currently being aggregated.

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*.]

A thorough of this data is currently being aggregated.

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

The Chancellor's regulations are followed when considering students' second development. In addition, the ELL standards are accessed and review to determine 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?

We currently do not a dual lanugae program at P.S. 035X.

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

We do not have specific ELL programs at P.S. 035X. ENL and bilingual teachers collaborate with classroom ad content area teachers to modify the curriculum and programs and integrate appropriate ENL strategies that can adequately service ELL students.

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.

The school follows the process indicated by the ELL Policy and Reference Guide, for appropriate ELL Identification and Placement. The process includes:

- * Administration of the Home Language Identification Survey (HLIS)
- * Conducting an interview with a parent/guardian in English or in the family's native language
- * Administration of New York State identification test for English language learners (NYSITELL)
- * Appropriate program placements according to parent selections and/or school's available programs (i.e., Bilingual Education, free-standing ESL, Dual Language, or General Education classrooms with push-in ESL services).

The Home Language Identification Survey (HLIS) and a face-to-face interview are conducted during the registration of new incoming students. Interviews are conducted by a licensed pedagogue as designated by the principal. The parent or guardian of each new entrant completes the HLIS at the time of the student's initial enrollment in a NYC public school. The HLIS is provided in the preferred language of the parent or guardian.

The following licensed pedagogical staff members are assigned to assist and conduct face-to-face interviews with parents:

Jewellyn Holder, EdD - Assistant Principal - state certified CB teacher/ school building leader - Fluent in English
 Ms. Atemisa Pichardo - ENL/ bilingual service provider - State Certified common branch and Bilingual/ENL Teacher, TEOSOL certified - Fluent in English and Spanish
 Ms. Eunice Bang - ENL service provider - TEOSOL certified
 Ms. Heather Sherman - ENL service provider - TEOSOL certified
 Mrs. Debra Elliott - General education and ENL service provider - NYS common branch and TEOSOL certified
 Ms. Vanessa Lopez-Beltron - state certified general education/ technology teacher and Testing Coordinator
 Ms. Angela Ajasin - State certified special education and bilingual teacher

The outcome of each interview determines each new entrant's eligibility for being assessed with the NYSITELL. If one answer for questions one through four and two or more responses for questions 5 through 8 on the HLIS indicate that a language other than English is spoken at home, then the student is eligible for the NYSITELL assessment that is administered within 10 days of his/her

enrollment. English language proficiency is determined by the results of the scanned assessment document. All new entrants are also screened to determine which pupils are possibly gifted or have a possible handicapped condition and/or possibly are LEP students. Placement in the appropriate instructional program takes place after the administration of the NYSITELL. In addition, students who speak Spanish at home and score below the proficiency level on the NYSITELL are administered the Spanish LAB to determine language dominance. These students are officially identified as English language learners (ELLs). Students are placed in the appropriate ELL program.

NYSITELL assessments are administered by the following pedagogical staff members:

Jewellyn Holder, EdD: Assistant Principal - NYS certified common branch teacher and school building leader
Artemisa Pichardo: NYS certified Bilingual/ ENL teacher
Heather Sherman: NYS certified TEOSOL - ENL service provider
Eunice Bang: NYS certified common branch and TEOSOL - ENL service provider
Debra Elliott: NYS common branch and TEOSOL certified
Vaness Lopez-Beltron: NYS common branch certified
Angela Ajasin: NYS certified special education and bilingual education teacher

Spanish LAB assessments are administered to students whose home language is Spanish and do not reach proficiency level on the NYSITELL. The following pedagogical staff members administer the Spanish LAB:

Artemisa Pichardo: NYS certified common branch, TEOSOL, and Bilingual/ ENL teacher
Angela Ajasin: NYS certified Bilingual and Special Education teacher

Parents of all students who are administered the NYSITELL assessment are notified in writing of the assessment results and class/ program placement. Students who score at or above proficiency level on the NYSITELL are identified as English proficient (EP) and are placed in general education programs. Contrastly, students who score below designated proficiency leveles are identified as ELLs and are placed in tentatve bilingual education or stand-alone or integrated ENL programs. Students remain in assigned programs until the parent orientation and the program selection processes are completed. Parents of students identified as English proficient are sent a written notice which indicates that the student is not eligible to ENL services.

Parents of students identified as ELLs are sent a written notice with a scheduled appointment to attend a parent orientation to learn of the programs offered for students identified as English language learners. The parent coordinator, Eileen Clemente, calls the parents who are unavailable to attend and arranges alternate times to attend the session (individual or group). The entire process is completed within the mandated 10 days of each student's enrollment.

Orientation meetings are held at different times during the year as new ELL students are registered. Each orientation meeting is conducted by one or two of the following staff members:

Artemisa Pichardo: NYS certified common branch, TEOSOL, and Bilingual/ ENL teacher
Angela Ajasin: NYS certified Bilingual/ Special Education teacher
Eunice Bang: NYS common branch and TEOSOL certified
Heather Sherman: NYS TEOSOL certified
Eileen Clemente: Parent Coordinator
Jewellyn Holder, EdD: Assistant Principal

The parent orientation provides information about the three programs offered to ELLs - transitional bilingual (TBE), dual language, and English as a second language (ESL). Parents are first provided with an overview of the session and then they watch the video to learn of the three choices. The parent brochure "A Guide for Parents of English Language Learners" is also explained and distributed. Parents are given the opportunity to ask questions. Parents then complete the 'Parent Survey' and 'Program Selection Form'. Parents' choices are honored whenever possible. If a program choice is not currently available, parents are given to option to transfer to another school that has the program of their choice. Nonetheless, parents often choose to remain at our school and enroll their child in a program that is currently offered. Quite often, this program is ENL. Parents who choose not to complete the program selection form are informed that if the form is not returned, the child will be placed a transitional bilingual program or one of our available programs.

Parents are also informed of the annual assessment for ELLs - the NYSESLAT. Parents are assured that each year they will be informed of their child's NYSESLAT results and their continued eligibility status. Parents of English language learners (ELLs) are notified of their

child's final and official placement in a transitional bilingual or freestanding ESL program within 10 days of enrollment.

After each orientation and program selection process, data is entered into ATS under the ELPC command. This data indicates whether each student was identified as an ELL, an orientation was offered, parent choice, and program placement. ELPC fields are completed within 20 days of each student's enrollment.

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

Students will first go through the ELL identification process. During the parent interview, at the time of the completion of the Home Language Identification Survey, parents are asked to indicate the child's prior schooling. Students go through the same ELL identification process. If there are indications within the ELL identification process that a student has had an interruption or inconsistency in his/her formal schooling, we proceed with the SIFE identification process. Students who are potentially classified as SIFE are administered the oral interview questionnaire. In addition, the Literacy Evaluation for Newcomer SIFE (LENS) is administered to students who have a home language of Arabic, Bengali, Haitian Creole, or Spanish. The interview is conducted in English or in the student's native language. Initial SIFE status is indicated in the DOE's data collection systems within 30 days from initial enrollment. SIFE identification may also be modified for up to one year. SIFE status is removed once the ELL student scores at intermediate/transitioning 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).

The timeline to accept or reject recommendations from the language proficiency team (LPT) is 20 days. The LPT convenes to review evidence of the student's English language development, if his or her home language is other than English. Based on the results of the review, the LPT decides if the NYSITELL is to be administered to the student. If the student is recommended to take the NYSITELL to determine ELL status, the ELL identification process continues as with all students. Else, the LPT's recommendation for the student to NOT take the NYSITELL is presented to the principal.

Upon review, the principal determines if the student should or should not take the NYSITELL. If the principal recommends for the student to take the NYSITELL, the student takes the NYSITELL to determine ELL status and the ELL identification process will continue as with all students. Otherwise, the principal's determination for the student to NOT take the NYSITELL is sent to the superintendent or designee for review. The parent or guardian is notified within three days of the decision.

Upon review, if the superintendent or designee determines that the student should take the NYSITELL, the student will take the NYSITELL to determine ELL status and the ELL identification process continues as with all students. On the other hand, if upon review, the superintendent or designee determines that the student should not take the NYSITELL, the parent is notified and the ELL identification process terminates.

Our LPT members are:

Aidimaris Soler, Assistant Principal

Chanel Quintero, Special Education and General Education Teacher

Artemisa Pichardo, General Education, Bilingual and TEOSOL certified- ENL Service Provider

Martha Pludowski, Speech Teacher

Evelisse Mercado, General Education Teacher

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement letters which include an orientation date, are distributed via backpacks to parents within five school days following the administration and scanned results of the NYSITELL. Letters are given directly to students in their homework folders. Copies of all documents are kept in a binder and secured in a closet and in individual cumulative folders.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their rights during the orientation. Else, parents are contacted and informed via telephone.

The individual responsible for this process are:

Artemisa Pichardo: NYS certified common branch, TEOSOL, and Bilingual/ ENL teacher

Angela Ajasin: NYS certified Bilingual/ Special Education teacher

Eunice Bang: NYS common branch and TEOSOL certified

Heather Sherman: NYS TEOSOL certified

Eileen Clemente: Parent Coordinator

Vanessa Lopez-Beltron: Technology Teacher and Testing Coordinator

Jewellyn Holder, EdD: Assistant Principal

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.

The parent coordinator and ENL teachers ascertain that parents understand the various programs of choice. The orientation video is shown in the preferred language of each parent. Depending on the size of the groups, this is done via individual laptops or the smart board. Parents are offered opportunities to pose questions. If necessary, interpretation services are requested prior to the orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are encouraged to complete and submit the Parent Surveys and Program Selection Forms before departing from the orientation. Assistance is provided, primarily to parents who face the challenge with reading and understanding the questions and prompts on the form. Interpretation and translation supports are also given to parents.

The pedagogues responsible for this process are:

Artemisa Pichardo: NYS certified common branch and Bilingual/ ENL teacher

Angela Ajasin: NYS certified Bilingual/ Special Education teacher

Eunice Bang: NYS common branch and TEOSOL certified/ ENL teacher

Heather Sherman: NYS TEOSOL certified/ ENL teacher

Vanessa Lopez-Beltron: Technology Teacher and Testing Coordinator

Jewellyn Holder, EdD: Assistant Principal

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Additional attempts are made to invite parents into the school for meetings to discuss the relevance of the Parent Survey and Program Selection Form. Notices are sent home with respective students and telephone calls are made to the parents.

The following individuals are responsible for this process:

Artemisa Pichardo: NYS certified common branch and Bilingual/ ENL teacher

Angela Ajasin: NYS certified Bilingual/ Special Education teacher

Eunice Bang: NYS common branch and TEOSOL certified/ ENL teacher

Heather Sherman: NYS TEOSOL certified/ ENL teacher

Eileen Clemente: Parent Coordinator

Vanessa Lopez-Beltron: Technology Teacher and Testing Coordinator

Jewellyn Holder, EdD: Assistant Principal

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

Placement letters are distributed via backpacks to parents within five school days following the administration and scanned results of the NYSITELL and if necessary, the Spanish LAB. Letters are given directly to students in their homework folders. Copies of all documents are kept in a binder and secured in a closet and in individual cumulative folders.

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

Copies of all ELL documentation are retained in students cumulative records and in a secure and locked closet.

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.

We first review the NYSESLAT eligibility list that is printed from ATS-RLER. Then,, we complete a testing schedule that is aligned to the mandated NYSESLAT administration window. NYSESLAT test administrators are trained with the test administration guidelines and non-negotiables for each session. Individual students are tested in a separate location on the speaking component. Separate location signifies a location other than the students' classrooms. Speaking scores are generated on each student's speaking score sheet. These sheets are stored in the secure closet until the students' grids are available for transferring the data. Teachers do not administer the speaking session to their own students whether as the classroom teacher or an ENL provider. The next windows are sessions 1, 2, and 3 that are comprised of listening, reading and writing components. Kindergarten, first, and second grade students complete all work in the test book. Test administrators transfer answer choices to their answer documents after each administration. Students in grades 3, 4, and 5 complete enter their answers on their answer documents during the test administration session. These sessions are administered to students in small groups and in a separate location.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of each school year, the most current NYSESLAT data is reviewed to identify students who are eligible for continued entitlement and transitional support. Notification letters are generated and given to each eligible student to take home. Parents are offered the opportunity to contact the school for clarification or more information on the respective status for his/her child.

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).

English as a new language (ENL) continues to be the program of choice for the majority of our parents/ guardians. This has been our result for the past few years.

The current programs in our school aligns with the choice of the majority of our parents. Most parents, especially those of Spanish Speaking background choose ENL. This trend is common in parents of new immigrants coming from Dominican Republic and Africa. Parents, where the language cannot be accommodated, are given the option to seek seats in nearby schools that have the program that meets their language needs or selected choice. Nonetheless, most parents choose to have their child or children remain in attendance our school and receive ENL services. Since the 2011/2012 school year, transitional bilingual (TBE) and Dual Language (DL) programs have been the least selected choices made by parents. More than 90% of parents choose English as a second language (ESL). This school year, 2015-2015, ENL programs will be offered in classes across grades K - 5 with push-in and pull-out models.

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.

Instruction for ELLs varies according to the population of the class. Classes in grades 2, 3, 4, and 5 are departmentalized unlike the classes in kindergarten and first grade. ENL teachers often push-in to provide integrated ENL services in ELA and/or other content areas. Integrated services vary according to the student's level of proficiency. Integrated ENL is instruction to build language skills through content area instruction. It is delivered by a dually certified (ENL and content area) teacher or a certified ENL teacher co-teaches with a certified content area teacher (i.e., English language arts, mathematics, science, or social studies).

Stand Alone ENL is instruction to develop English language skills so that students can succeed in core content courses. Services are provided by a certified ENL teacher. Stand alone is often done via pull-out services that are provided to students performing at the Entering and Emerging proficiency levels on the NYSITELL or the NYSESLAT. Pull-out is often done with small groups of students.

- b. TBE program. *If applicable.*

We currently do not have a TBE program at P.S. 035X.

- c. DL program. *If applicable.*

We currently do not have a DL program at P.S. 035X.

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 school assures that the mandated number of instructional minutes is provided according to students' proficiency levels in each program. The administration and ENL teachers meet in the beginning of the year to review the NYSESLAT results in order to identify ELL students and classify them according to their proficiency levels. Plans for differentiated instruction are discussed and arranged. The proficiency levels (Entering, Emerging, Transitioning, Expanding, and Commanding) of the students determine the amount of instructional minutes they receive each week. The times will be adjusted according to students' results on future NYSESLAT assessments.

Students in integrated ENL classes are either serviced by a dually certified teacher (ENL and a content area) or a certified ENL teacher and a content area teacher. ENL teachers will use the push-in/pull-out model by collaborating with the general education classroom teacher to provide language acquisition and vocabulary support. Common preparation time will be given to the teachers. Students will be serviced within their respective classrooms via multiple instructional models - whole group, small group, and one-to-one. Entering and Emerging students may receive additional support from a push-in or pull-out ENL service provider.

ELL students in other classrooms that are not designated as integrated ENL or stand-alone ENL will receive push-in and/or pull-out services

from an ENL teacher. The ENL service providers meet to review the NYSITELL, NYSESLAT, and Spanish LAB data and group students according to grade and levels of proficiency. They create a schedule for adequately servicing students with support from the classroom teachers. ENL service providers push-in during literacy and mathematics instructional periods and work with students in small groups. For students with no or very little understanding of English, ENL providers pull them out to apply the Stand-Alone model. They go to different location where they can focus and build students' English language skills. Connections are made to the content being taught in the particular subject area.

Regardless of where each student is placed, students receive services according to their proficiency levels.

Entering ELLs receive 360 minutes per week - 180 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA.

Emerging ELLs receive 360 minutes per week - 90 minutes of ENL, 180 minutes of Integrated ENL/ELA, and 90 minutes of flexibility in either Stand-Alone ENL or Integrated ENL/core content area.

Transitioning ELLs receive 180 minutes per week - 90 minutes of Integrated ENL/ELA and 90 minutes of flexibility in either Stand-Alone ENL or Integrated ENL/core content area.

Expanding ELLs receive 180 minutes of Integrated ENL/ ELA or other core content area per week.

Commanding ELLs receive continued services for an additional two years. They receive 90 minutes per week of Integrated ENL in ELA/ core content area, or other approved Former ELL services for two additional years.

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.

Students in the stand-alone ENL program follow the same curriculum as the monolingual students within the grade but they will receive support with ENL strategies in all content areas. Instruction in all content areas is delivered in English while implementing ENL strategies and methodologies such as scaffolding, mirroring, contextualization, role-playing, modeling, text representation, visual representation, schema building, and metacognitive development within the Core Knowledge and Ready Gen literacy programs. Carefully scaffolded lessons will provide instruction and application for specific language-acquisition strategies and reading skills. The ENL certified teacher will plan with other content area teachers and adapt instruction using ENL methodologies. The integrated ENL push-in teachers will collaborate with classroom teachers on students' academic needs and the current units of study. Stand-Alone/pull-out sessions will be given to students who are performing at the entering and low emerging levels on the proficiency scale. Furthermore, the ENL certified teacher will assist the classroom teacher in small group instruction. In this setting, the teacher will reteach the lesson, if necessary, with ENL support in the students' native language.

Students in integrated ENL programs will receive instruction from an ENL certified teacher who will co-teach with general education/content area teacher. The ENL teacher will push-in to provide language acquisition and vocabulary support. Common preparation time will be granted to both teachers. Classes are departmentalized in grades 2, 3, 4, and 5. Therefore, the ENL teacher's weekly schedule will adjust to reflect the content, time, and room for providing services.

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

We have no bilingual or dual language programs at P.S. 035X.

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

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by classroom teachers and ENL service providers. ELLs will engage in discussion, listening and learning, and group activities. Teachers will conduct one-to-one conferences to assess students' growth and mastery of each modality. At the end of the school year, all ELL students complete the NYSESLAT. This provides a holistic view of each students' language acquisition progress. In addition, students will complete the ELL periodic assessment, once in the fall and again in the spring of each academic 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 is differentiated for all students. Like all students, ELLs perform at varied academic levels. Students are generally grouped accordingly.

a. At this time there are no SIFE students at P.S. 35X. In the event a SIFE student is admitted during the school year, arrangements will be made for the student to receive instruction in an ENL class that is most suitable to his/her current academic level of performance. The student will be placed in the grade according to the placement and registration guidelines; but instruction at a lower academic level will be provided to scaffold the student's learning.

b. ELLs who have been in our school less than three years are performing at different academic levels. ELLs performing at the Entering and Emerging levels receive small group guided instruction daily. Instruction is geared towards early literacy development and English language acquisition skills. Students at the Transitioning and Expanding levels also receive small group guided instruction in literacy development but at a more advanced level.

c. ELLs receiving service 4 to 6 years work in differentiated groups according to individual ability levels. Many of these students work with English proficient students. Progress monitoring is conducted for long-term ELLs for recommendation to be mainstreamed.

d. Like ELLs receiving 4 to 6 years of service, progress monitoring is conducted for long-term ELLs to provide support necessary until proficiency level on the NYSESLAT is attained.

Former ELLs continue to receive academic support for an additional two years from the year they attained a proficiency at the commanding level on the NYSESLAT. Former ELLs will continue to receive two additional years of test accommodations - extended time - time and a half - on classroom, city, and state assessments. Therefore, students who were proficient on the NYSESLAT in 2014 will receive the second year of this ELL test accommodation in the school year - 2015-2016. Students who were at the commanding level on the 2015 NYSESLAT will receive ELL test accommodations during the 2015-2016 academic year and again in academic year, 2016-2017.

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.

Students who are re-identified as ELL or non-ELL will be transitioned into the class without interruption of instruction.

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?

ELL-SWDs in the self-contained classes will follow the same but modified curriculum as the monolingual classes. They receive additional support with ENL strategies in all content areas from either a push-in or pull-out ENL service provider according to their levels of proficiency. Instruction in all content areas is delivered in English while implementing ENL strategies and methodologies such as scaffolding, mirroring, contextualization, role-playing, modeling, text representation, visual representation, schema building, and metacognitive development within the Core Knowledge and Ready Gen literacy programs. As needed, translations/ connections will be made in the students' respective native languages. Carefully scaffolded lessons will provide instruction and application for specific language-acquisition strategies and reading skills. The ENL certified classroom teacher will plan with other classroom teachers and adapt instruction using ENL methodologies. The ENL push-in teachers collaborate with classroom teachers on students' academic needs and current units of study. There will be some pull-out sessions for students performing at the beginning and low intermediate levels on the proficiency scale. Furthermore, the ENL certified teacher will push-in to assist the classroom teacher in small group instruction with the ELL-SWDs. In this setting, she may reteach the lesson with ENL support in English/the students' native language.

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?

Students are placed in flexible instructional groups according to their IEP's. Classroom teachers modify their instructional practices to accommodate the diverse needs of ELL-SWDs. In most classes, a paraprofessional supports the classroom teacher and the push-in ENL service provider during whole group, small group, and independent instruction/ activities.

Flexible programming allows ELL-SWDs to be placed in ICT classes. Adhering to the 40/60 ratio, ELL-SWDs are placed in this less restrictive setting to have the opportunity to work with students of varied learning groups and styles.

Chart

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

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

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

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



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

Chart

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

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

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

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

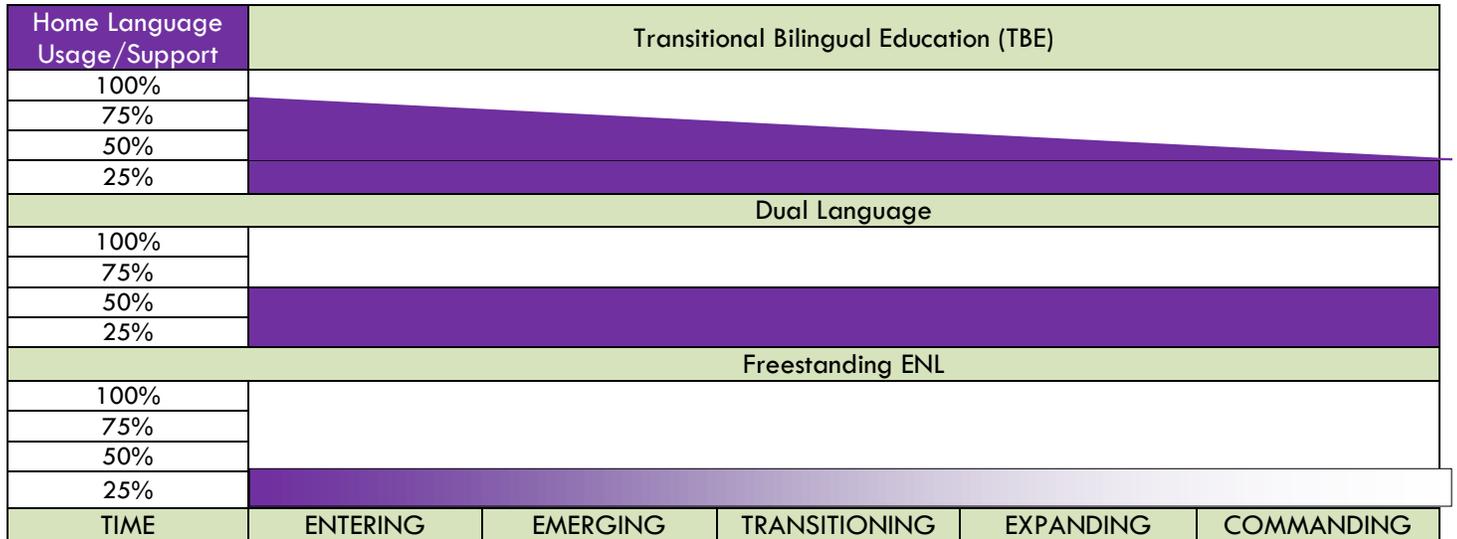


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Academic intervention is provided for ELLs in ELA, mathematics, and science. Intervention is done in English and in Spanish as required according to individual student's native language. Spanish is the home language of the majority of our ELL population. When necessary, another teacher fluent in other native languages such as French or one of the African languages, will provide translation services.

According to our numbers and proficiency levels, ELLs at the beginning/ entering levels receive ELA instruction in an ENL class in a lower grade.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Teachers modify the current programs and differentiate instruction to meet the diverse needs of ELLs in both content areas and language development. The programs include ENL methodologies and strategies to engage the learner. There are hands-on materials, visuals, and technology is utilized through the use of laptops, computers, smart boards and iPads.
12. What new programs or improvements will be considered for the upcoming school year? The upcoming school year requires services from more certified ENL teachers. Common planning and meeting times will be scheduled for ENL, bilingual, and general education teachers. During this time teachers will review the ELL data and units of study to prepare lessons, gather adequate resources and group students for differentiated instruction. Progress monitoring will also be done so that instruction and grouping of students will be more effective.
13. What programs/services for ELLs will be discontinued and why? At this time we are not contemplating any discontinuance of any programs/ services for ELLs at P.S. 35X.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Like general education/ English proficient students, ELLs have equal access to all school programs. Morning and afterschool programs are available to provide enrichment in academic vocabulary, literacy development, and content in various disciplines. Students engage in learning activities in all content areas with a strong emphasis on developing students' vocabulary that extends to real life. ELLs also will attend afterschool clubs and partake in the Arts programs such as dance, art, music, robotics, and technology.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. The instructional materials used to support ELLs include the use of iPads and laptops for reading. Students listen to audio books while tracking the print on the screen. As they listen and watch, they learn how to articulate the sounds of letters and words while seeing what the letters and words look like. The iPads are also used for handwriting practice where students use their fingers to trace letters and then eventually transfer the writing to their individual notebooks. Peer support is a strategy that teachers implement in the classroom. ELLs are paired with another student who provides language support during whole and small group instruction. The Go Math program offers ELL students individualized support in mathematics - digitally and in Spanish. Teachers assign tasks according to students' individual needs. Teachers also have access to the program in lower grades and utilize the activities to bridge students' understanding of mathematical concepts. Students can also access the program at home.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Teachers provide home language support as interpreters to ELLs in the ENL programs. Translation and interpretation services are also requested when there is not staff member who speaks a particular native language. Teachers also promote peer support in the ENL programs. Students of similar native languages are peered according to English language proficiency levels to provide native language support. For example, ELLs have English proficient buddies who support them during whole group and small group instruction.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. The required services and resources correspond to ELLs' ages and grade levels. The guidelines for ELL services and resources are followed to support the language development of ELLs. Schedules are created for ENL service providers. ENL teachers are required to take daily attendance to monitor students' weekly mandated times that are provided. Make-up sessions will be arranged, if permissible, for students who are absent.

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).

Attempts are being made to invite newly enrolled ELLs to a summer instructional program that is serviced by state certified ENL teachers. This will occur in August, 2015.

19. What language electives are offered to ELLs?

P.S. 35X Elementary School does not offer language electives.

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)?

At this time there is no dual language program at P.S. 35X.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ELL Services Coordinator will assist in providing future professional development for our pedagogical staff. Staff will participate in the following professional development sessions.
 1. Amended CR Part 154 Regulations - Teachers will engage in discussion and develop a better understanding of the new regulations of CR Part 154
 2. Blueprint for English Language Learners Success - Teachers will review the NYS Blueprint for English Language Learners Success. They will create a map of the eight principles that guide the Blueprint for ELLs and chart actionable steps.
 3. Developing Quality Instructional Programs for ELLs - After reviewing and deepening their understanding of the amended CR Part 154 regulations, teachers will review and reflect on the current ELL programs and make informed decisions on relevant changes.
 4. Co-Teaching: Classroom Partnerships for Student Success - Teachers will explore the elements and the different models of co-teaching, and the effect of co-teaching on improving student outcomes.
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?
All teachers - general education, ENL, and special education - will participate in all professional development sessions that are done either by school, grade, or specific content areas. The Common Core Learning Standards are the basis for all sessions and this includes our instructional focus of Writing across all Content Areas.

In addition to the above mentioned professional development activities, teachers will participate in a book study centered around the topic, Teaching Reading and Comprehension to English Language Learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELLs are included in our departmentalized structure in grades two, three, four, and five. Students transition between classes according to the subject area. Students in grades 4 and 5 also engage in selecting majors, such as dance, music (instrumental), chorus, robotics, and art to prepare them for future electives in future grades and college.
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.
ELL training for all staff - general education, content, bilingual, ENL and special education teachers, paraprofessionals will be developed and implemented. Book study groups will be held afterschool and during the professional development block on Mondays. In addition to the above mentioned professional development activities, teachers will participate in a book study centered around the topic, Teaching Reading and Comprehension to English Language Learners.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Our goal is to have ELL parents become more actively involved in our school. There will be frequent communication with our Parent Coordinator, Eileen Clemente, who will organize workshops and training sessions for ELL parents in community building and language development. Parents will receive guidance in effective ways to help their child/children at home with homework, social/emotional and test preparation skills. If necessary, translation services will be offered by a licensed pedagogue, the parent coordinator, principal, assistant principal, or a request to translation services will be generated. Parents will be encouraged to meet with their child's ENL teachers during our weekly parent engagement block on Tuesdays from 2:40 pm to 4:55 pm.
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.
Agendas for meetings, conferences and workshops are kept by respective facilitators/ providers. One copy is normally generated for the principal, another for the ENL coordinator, and another for the parent coordinator.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our goal is to have ELL parents become more actively involved in our school. There will be frequent communication with our Parent Coordinator, Eileen Clemente, who will organize workshops and training sessions for ELL parents in community building and language development. Parents will receive guidance in effective ways to help their child/children at home with homework, social/emotional and test preparation skills. If necessary, translation services will be offered by a licensed pedagogue, the parent coordinator, principal, assistant principal, or a request to translation services will be generated. Parents will be encouraged to meet with their child's ENL teachers during our weekly parent engagement block on Tuesdays from 2:40 pm to 4:55 pm.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our principal and parent coordinator will collaboratively manage the partnership with other agencies and Community Based Organizations to provide workshops and services to ELL parents. Cornell University Nutrition and Health Classes will engage parents in choosing proper nutritional foods and support healthy eating habits. If necessary, translation services will be offered by a licensed pedagogue, the parent coordinator, principal, assistant principal, or a request to translation services will be generated. Local organizations will also be contacted to facilitate GED classes and immigrant sessions for parents.
5. How do you evaluate the needs of the parents?
Parents have parent association meetings where they discuss concerns and ways to make improvements in the school to meet the academic, social, and emotional needs of students. The parent coordinator will assist in the planning and preparation of these meetings. Surveys/voting sessions will be conducted and analyzed.
6. How do your parental involvement activities address the needs of the parents?
Parental involvement activities will be designed according to the needs and requests of the parents. Fundraising events such as our annual holiday food drive and the coat drive are designed to support parents in need of food and/or coats for the winter months. Our annual bake sale events involve all parents during which they engage in culture and community development.

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.
We have no additional information at this time.

School Name: **Franz Siegel**

School DBN: **09X035**

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)
Graciela Navarro	Principal		
Jewellyn Holder, EdD	Assistant Principal		
Eileen Clemente	Parent Coordinator		
Artemisa Pichardo	ENL/Bilingual Teacher		
Martha Bonilla	Parent		
Debra Elliott	Teacher/Subject Area		
Angela Ajasin	Teacher/Subject Area		
	Coach		
	Coach		
Annie Venterina	School Counselor		
Leticia Rodriguez-Rosario	Superintendent		
	Borough Field Support Center Staff Member <u> Jose Ruiz</u>		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09X035** School Name: **Franz Siegel**
Superintendent: **Leticia Rodrigu**

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.

The data obtained from the Home Language Identification Survey is primarily used to assess and determine language preferences of the parent community for both written and oral communication. ATS reports and students' emergency cards are also reviewed when determining the language preferences of the parent community.

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

The majority of our parents have Spanish as the native language. About 30% of these parents request Spanish for both written and oral communication. Parents who have Wolof, Hausa usually request oral communication in the home language.

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.)

Student Curriculum, Parent-Teacher Conference Announcements, Monthly Calendars, NYS Testing Information and Dates, Welcome Letters, After-School Program Information, Reminders and Notices about School Closings, Entitlement Letters, Program Selection Forms, Continued Entitlement Letters, Non-Entitlement Letters, Transition Letters, and IEP Meetings

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-Teacher Conferences - 9/17/15, 11/4/15, 11/5/15, 3/2/16, 3/3/16, and 5/12/16
Parent Orientation - September and as needed through the school year
Weekly Parent Engagement - Tuesdays
IEP Meetings - as needed according to each student's review date

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.

Written translation services will be primarily provided by school staff. For languages, such as Wolof, the Translation and Interpretation Unit will provide the services. Some documents will also be accessed and downloaded from the NYC Department of Education site. Documents will be translated and proofread before distribution to students and families.

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.

The provider of interpretation services is determined according to each parent's home language or communication language of choice. Parents will be asked for their communication language of choice. This question is asked to acknowledge change in parents' progress with the English language. Quite often, on-site interpreters will be utilized. Else, over-the-phone interpreters and/or the Translation Interpretation Unit will be accessed and/or contacted.

Part D: Training Staff on Policies and Procedures

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

All staff members will receive an email at the beginning of the school year. This email will provide staff members with detailed information about interpretation and translation services and pertinent information about the various uses of the translation services. Staff will understand that language will not be a barrier in effectively communicating with parents.

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

Parental notification of translation and interpretation services are posted at the main entrance and in the main office of our school. Other languages are provided upon requests from parents. Most of our written translated documents are provided by NYCDOE as centrally created documents. Hardcopies are printed and given to parents. In addition, parents are given information about how to access these documents online.

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-Teacher Association meetings are held once per month. The parent coordinator participates in these meetings to answer questions from parents, and provide support, usually interpretation and translation. Parents will complete a survey on the quality and availability of services two times throughout the school year - February and June.