

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

08X093

School Name:

P.S. 093 ALBERT G. OLIVER

Principal:

JONATHAN KAPLAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 93 School Number (DBN): 08x093
Pre K - 5
Grades Served: _____
School Address: 1535 Story Avenue, Bronx, NY 10472
Phone Number: 718-430-1700 Fax: 718-430-1705
School Contact Person: Mr. Jonathan Kaplan Email Address: Jkaplan15@schools.nyc.gov
Principal: Mr. Jonathan Kaplan
UFT Chapter Leader: Ms. Roxanne Mathurin
Parents' Association President: Ms. Tashawna Williams
SLT Chairperson: Ms. Suzanne Tansey
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Lakesha Smith
Student Representative(s): N/A
N/A

District Information

District: 8 Superintendent: Dr. Karen Ames
1230 Zerega Avenue, Bronx, NY 10473
Superintendent's Office Address: _____
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718 - 828-4535 Fax: 718-828-6239

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Mr. Jose Ruiz
1 Fordham Plaza
Director's Office Address: _____

Jruiz22@schools.nyc.gov

Director's Email Address:

718-828-7776

718-828-3113

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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) |
|------------------------|---|-------------------------|
| Mr. Jonathan Kaplan | *Principal or Designee | |
| Ms. Roxanne Mathurin | *UFT Chapter Leader or Designee | |
| Ms. Tashawna Williams | *PA/PTA President or Designated Co-President | |
| Ms. Jacqueline Powell | DC 37 Representative (staff), if applicable | |
| Ms. Lakesha Smith | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Ms. Suzanne Tansey | Teacher | |
| Ms. Beverly Brailsford | Teacher | |
| Ms. Keisha Meyers | Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------------|--|----------------------|
| Ms. Connie Contreras | Parent | |
| Ms. Michele Roth | Teacher | |
| | Parent | |
| Ms. Susan Oyola | 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 community is unique in many ways. Our student population mostly comes from generations that attended our school. With the influx of West African children the dynamics of the building have changed and enriched our school environment.

We have a variety of different types of learners and some of our student population have IEP's to meet their individual academic needs.

Through the collaborative efforts of the P.S. 93 school community our vision is to inspire, motivate, and instill within each student a desire to develop intellectually, socially, and emotionally to their greatest capacity. Our goal is to help each student make a positive and lasting contribution to the world in the 21st Century. We are..."Committed To Excellence"

Students feel supported on a daily basis. Our mantra had become that every student should connect with an adult in the building and we foster peer relations through activities that take place throughout the building.

In looking at the results of the Danielson Framework, we are looking to increase our rigor in instructional practices within the classroom through effective questioning techniques.

08X093 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|----------------------|---|-----|---|-----|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 405 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 75.6% | % Attendance Rate | | 92.5% | |
| % Free Lunch | 63.0% | % Reduced Lunch | | 0.5% | |
| % Limited English Proficient | 8.2% | % Students with Disabilities | | 23.0% | |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 1.0% | % Black or African American | | 59.9% | |
| % Hispanic or Latino | 36.7% | % Asian or Native Hawaiian/Pacific Islander | | N/A | |
| % White | 2.0% | % Multi-Racial | | 0.3% | |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 2.2 | # of Assistant Principals (2014-15) | | 2 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 3 | |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 6.8% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | N/A | Average Teacher Absences (2013-14) | | 6.42 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 14.5% | Mathematics Performance at levels 3 & 4 | | 21.6% | |
| 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 | 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 | 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.

In looking at the results of the Danielson Framework, we are looking to increase our rigor in instructional practices within the classroom through effective questioning techniques. We are also looking into developing teacher generated assessments within the classrooms geared towards data collected during teacher teams.

We will implement a new writing program “Writing Fundamentals” in order to enhance the student’s ability to write from informational and fictional text.

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.

Students will show an increase in their performance on Fountas and Pinnell Assessments. These benchmarks will be set earlier in the year and we will be looking at a jump of three levels per student.

Students will write at least five pieces which will be scored based upon teacher created rubric. Progress will be closely monitored and instruction adjusted.

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 Rigorous Instruction and the Common Core 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? | | | | | | | | | | | | | | | | |
|---|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----------------------------|-----------|
| We will be implementing a new reading program "Reading Fundamentals" which is based on a Balanced Literacy model. | All students | September 2015 – June 2016 | Classroom teachers and support staff | | | | | | | | | | | | | | | | |
| Students with disabilities and English Language Learners will be specifically targeted according to IEP goals and NYSITELL results. | Students with Disabilities/ELL students | September 2015-June 2016 | All staff | | | | | | | | | | | | | | | | |
| We will continue to hold parent workshops on a weekly basis to keep parents informed and involved. | Parents and students | September 2015-June 2016 | All staff | | | | | | | | | | | | | | | | |
| We will implement Units of Study - Lucy Calkins in a schoolwide effort to improve writing throughout the school which is aligned to our Instructional Focus of Writing. <table border="1" data-bbox="99 1375 729 1556" style="width: 100%; height: 86px;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | | | | | | | | | | | | | | | | | Students Administration Teachers | September 2015 - June 2016 | All staff |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

Part 4 – Budget and Resource Alignment

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|---|
| 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. |
| Title I SWP and Title III Part A |
| 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 | | Title III, Immigrant |
| | C4E | | 21st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In January, all parents will receive an additional Progress Report indicating their child’s progress.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

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

Part 1 – Needs Assessment

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

The school administration has established a culture for learning that communicates high expectations to staff and families and are connected to college and career readiness. These high expectations are consistently provided to teachers and families through ongoing communication and collaborations.

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.

We will be looking closely at the data from parent and student surveys and we are looking towards a 100% satisfaction rating.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>Ongoing feedback to families to understand their children's academic and social progress is consistently made via phone calls, newsletters, emails, and progress reports and include a set of students' recommendations to support their needs and strengths in moving to their next academic level.</p> | <p>All students grades K - 5</p> | <p>September 2015 - June 2016</p> | <p>School Administration</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. | | | | | | | | | | | |
| Tax Levy, Title I SWP and Title III Part A | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | 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. |
| Parents will be given a mid year survey to see whether or not we are on track towards our goal. |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

Professional Development Needs Assessment was distributed to all teachers in September. A year long professional development plan was established based on the results of this survey. Professional development is also based upon citywide expectations. In looking at student test data we are providing teachers with professional development in the areas of reading and writing. Consultants from LitLife will assist teachers in the implementation of Units of Study in writing and consultants from SchoolWide will assist teachers in the implementation of Reading Fundamentals. Our Professional Development Plan is a fluid document and will be updated throughout the year based upon student need and teacher feedback.

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.

We will look to an increase in student achievement on state and local assessments with 50% of students receiving a level three or higher. We will also look to increase teacher ratings on Danielson where 75% of our staff will be rated at Effective in all domains.

Part 3 – Action Plan

| | | | |
|---|---|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Consultants will be working with teachers in areas of reading and writing.</p> <p>Workshops are held with teachers throughout the year and individual consultations to address the needs of our students with disabilities and ENL's.</p> | <p>All teachers grades K - 5.</p> <p>All teachers Grades K - 5. Certified ELL and SETTS teachers.</p> | <p>September 2015 - May 2016</p> <p>September 2015-June 2016</p> | <p>Administration</p> <p>Administration</p> |
| <p>Parents will be engaged throughout the year. A Parent Engagement Plan has been established.</p> | <p>All teachers Grades K - 5.</p> | <p>September 2015 - June 2016</p> | <p>Administration</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>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|--|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>We will do a mid year assessment in February 2016 looking closely at results of teacher observations.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

Section 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.

An informal survey was taken of staff inquiring as to how school leadership could provide assistance in developing and delivering instructional and social-emotional support to drive student achievement.

Part 2 – Annual Goal

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

We are looking to attain 95% overall satisfaction rating in all areas of the Annual School Survey.

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>In September, school leaders provided a professional handbook for staff, teachers and paraprofessionals that outlines clear expectations and professional duties. The staff handbook also includes the school's mission, expected lesson planning, the use of preparation periods, and the expected professional attire and conduct.</p> | <p>All Staff Members All Teachers School Community</p> | <p>September 2015 September 2015 - June 2016</p> | <p>School Administrators School Administrators School Administrators</p> |

| | | | |
|---|--|----------------------------|--|
| During the year, school leaders constructed a professional development plan based on the needs of teachers and the competencies of the Danielson Framework for teachers. | | September 2015 - June 2016 | |
| Ongoing feedback to families to understand their children's academic and social progress is consistently made via phone calls, newsletters, emails and progress reports and include a set of students' recommendations to support their needs and strengths. All three administrators have open door policies, allowing them at any time to meet with teachers and parents. | | | |
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Part 4 – Budget and Resource Alignment

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|---|-----------------|---|--------------------------------------|--|-------------------|--|-------------------------|--|--------------------------|---|-----------------------------|
| 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. | | | | | | | | | | | |
| | | | | | | | | | | | |
| 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 | | 21st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

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|---|
| 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. |
| We will do a mid year survey and have frequent ongoing communication with teachers. Our administration will attend PTA meetings for many open forums to hear the voice of the community. |
| 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.

A needs assessment was sent to all parents via the Parent Coordinator. Parent Engagement workshops were established based upon the results of this survey as well as student needs as evidenced by test data.

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.

We are looking to attain a 95% overall satisfaction rating amongst parents on the annual survey and through feedback on a mid year survey.

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>School leaders provide families with a Parent Engagement Schedule for Tuesdays during the school year. The schedule includes various topics including how to help students with disabilities and ENL students.</p> | <p>School Community School Community</p> | <p>September 2015 - June 2016</p> | <p>Administration Administration</p> |

| | | | |
|---|--|----------------------------|--|
| School leaders have installed a parent bulletin board displayed at the front entrance to provide parents with current information and activities happening at the school. Information and activities include parent workshops, Saturday programs and summer camp opportunities. In addition, school leaders provide monthly calendars to families that include upcoming assessments, and special events and activities. | | September 2015 - June 2016 | |
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| | | | |

Part 4 – Budget and Resource Alignment

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|---|-----------------|---|--------------------------------|--|-------------------|--|-------------------------|--|--------------------------|--|-----------------------------|
| 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. | | | | | | | | | | | |
| | | | | | | | | | | | |
| 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. |
| We will do a midyear survey of parents to monitor progress. |
| 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) | Fountas and Pinnell level | Guided reading instruction | Small group | During school day |
| Mathematics | Scores on unit assessments from Go Math | Guided math instruction | Small group | During school day |
| Science | Scores based on unit assessments Harcourt Brace. | Guided science instruction | Small group | During school day |
| Social Studies | School based on unit assessments Houghton Mifflin | Guided social studies instruction | Small group | During school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Based upon Child Study Team recommendations | At risk counseling, SETTS and speech services. | Small group | During school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
|--|
| Our hiring practices include a committee that looks at potential new teachers and requires a demonstration lesson prior to hiring. |

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). |
|--|
| A needs assessment is conducted in the beginning of the school year to determine teacher input. Data from Danielson Framework and assessments is looked at to determine areas of instructional support. |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

We hold various parent workshops throughout the school year. Students are working with Building Blocks mathematics program which has made the transition to Kindergarten Go Math seamless.

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.

Our professional development team meets several times throughout the school year to determine need.

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 | 247,705.00 | X | 10 and 12 |
| Title II, Part A | Federal | 89,829.00 | | |
| Title III, Part A | Federal | 11,200.00 | X | 10 and 12 |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 2,217,687.00 | | |

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. **Public School 93**, 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. **Public School 93]** 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)

Public School 93 , 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>093</u> | DBN: <u>08X093</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>21</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>1</u> |
| # of certified ESL/Bilingual teachers: <u>1</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: There will be a Saturday "Success Academy" which will be held for 16 Saturdays from January 10th- May 9, from 9:00 A.M.- 1:00PM. This program will be available for all ELLs and bilingual (SE) students in grades 3-5 (total of 64 hours). This will be taught by my Certified ESL teacher. A supervisor will be there at no cost to the title 3 funds. Language Acquisition will be the focus of the work with our students. The focus of the program will be on language acquisition. As well as developing students' vocabulary in their writing and on non-fiction written reports. The program will include explicit instruction that will focus on vocabulary development through the strategic reading of materials and texts at and above students' independent and instructional reading levels. Explicit lessons will be prepared to target vocabulary development. As NYSESLAT test time approaches, the focus will be to engage students in test prep using test prep materials. Particular attention will be paid to the writing test. We will also use the "Buckle Down" test prep materials which is fully aligned to All Tested Performance indicators as well as Imagine Learning encompassing 20% of our allocation.

An afterschool program will be commencing in January 2015 running three hours a week through June. The language of instruction will be English with Spanish support where needed. Commencing January 7 th and running through May28 th, Wednesday and Thursdays from 2:20-3:50 each day. Our ESL teacher will be running this program. The focus will be on math and literacy to enhance the children's understanding towards the common core objectives. There will be a supervisor in the building due to the fact that this is the only program running. We looked at the subtests on the NYSESLAT and used the data from the AMAO tool to target the students who did not make sufficient gain.

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: Our goal as a school is to improve instructional practice, which leads to improved instructional outcomes for all of our students with particular attention to our ELLs and our students with IEPs. Our Professional development is data driven, as it addresses the needs of our students as a "whole child". An afterschool professional development program will be offered to all classroom teachers that will provide training in the use of ELL strategies and methodologies for ELL students in the monolingual classroom. This will be designed to help teachers support the learning needs of the ELL students in all areas of classroom instruction. The rationale for this is based upon test data indicating that our ELLs did not make AYP on the NewYork State ELA (2014). Our ESL teacher will continue to attend PD opportunities offered. She has attended two professional development workshops. *El Museo as Classroom at El Museo Del Barrio. The rationale behind the workshop is to expose ELLs to museums and other educational sites that NYC has to offer. This took place on September 14 th , 2014 in NYC. All day event.

*On November 5 th , my ESL teacher attended a workshop called, Developing Common Core

Part C: Professional Development

Writing Skills For Bi-lingual Students With Disabilities. This took place at MS144X. Its rationale is to develop students analytical and interpretive skills.

- The ESL teacher works with our staff during professional development for our staff.

Topic 1: Front Loading of vocabulary

Rationale: ELLs need clarification of complex text as its occurring in content area activities.

Date:October 27, 2014

Time:2:30-3:15

Name of Provider: ESL teacher

Audience: Classroom Teachers and service providers

Topic 2: Differentiation amongst the ELL students

Rationale: to expose all teachers on differentiation of instruction for ELLs.

Date: November 17, 2014

Time: 2:30-3:15

Name of provider: ESL teacher

Audience: Classroom teachers and service providers

This will be a two session program(total 4 hours) over a two week period offered during the month of January (2015). The PD opportunity will be offered to all general and special education teachers (maximum of 15). The topics to be covered will include vocabulary development, comprehension skills and expressive language. Also, topics that are aligned to the item analysis of the NYSESLAT will be reviewed. With the implementation of our Imagine Learning Program geared towards our ELLs, we will be providing on-site Professional development for our teachers. This Professional development will be given through Imagine Learning by a pre-screened individual.

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: Workshops

As a school community it is so important that we include in our everyday activities outreach to our disenfranchised groups such as our families of our ELLs. Outreach will come in the form of frequent meetings with parents about yearly goals, monitoring of attendance, support for meetings with classroom teachers and continuing to monitor new entrants to our schools that may require assistance through school outreach and or mentor families.

- Our ESL teacher has had workshops with her parents of her ELLs.

Topic 1: Informational orientation

Rationale: Information imparted to parents about the afterschool program and Saturday Academy programs.

Date:December 16, 2014

Time:2:30-3:00

Name of Provider: ESL teacher

Audience: Parents of ELLs

- Topic 2 and beyond:

Part D: Parental Engagement Activities

A technology workshop for parents to help in navigating the DOE website as well as ARIS.

Date: November 18th running on concurrent Tuesdays

Time: 2:30-3:15

ESL teacher

All communication will be made in their native languages.

As part of our outreach, we will continue to do the following throughout the year

Parents will be invited to attend workshops in order to teach/train and provide assistance with good home practices that provide support and academic achievement in school, nutrition and good health practices; awareness of the affects of good attendance, which provide continuity in instructional programs.

Support for immigrant parents with English as a Second Language (ESL), United States History, and citizenship classes.

Parent outreach to promote and continue student attendance bia telephone calls and letters to the home.

All communication will be made in their native languages.

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) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|------------------------------------|----------------------|--------------------------|
| District 08 | Borough Bronx | School Number 093 |
| School Name Albert G Oliver | | |

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 Jonathan Kaplan | Assistant Principal Jacqueline LaRusso |
| Coach Ms. F. Ortiz | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Ms. Devanny | School Counselor Ms. Elizabeth Cruz |
| Teacher/Subject Area Ms. Julie Hallahan | Parent Ms. Tashana Williams |
| Teacher/Subject Area Ms. Denardo | Parent Coordinator Ms. Laura Barton |
| Related-Service Provider Ms. S. Carpentier | Borough Field Support Center Staff Member Ms. DeLa Cruz |
| Superintendent Dr. Karen Ames | Other (Name and Title) type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|-----|----------------------|----|---|-------|
| Total number of students in school (excluding pre-K) | 357 | Total number of ELLs | 38 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 38 | Newcomers (ELLs receiving service 0-3 years) | 37 | ELL Students with Disabilities | 14 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 1 | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ENL | 37 | 0 | 13 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE | | | | | | | | | | | | | | 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: _____ |
|---|---|

| 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 | 2 | 7 | 2 | 4 | 6 | 3 | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | 2 | 1 | 4 | 2 | 4 | | | | | | | | 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) | 2 | 2 | 0 | 0 | 2 | 2 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 0 | 3 | 1 | 2 | 4 | 1 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 0 | 2 | 2 | 1 | 1 | 2 | | | | | | | | 0 |
| Expanding (Advanced) | 0 | 1 | 1 | 5 | 1 | 3 | | | | | | | | 0 |
| Commanding (Proficient) | 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 | | | | 0 | 0 | 0 | | | | | | | | 0 |

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We are currently using Fountas and Pinell to assess the early literacy skills of our ELLs as well as our monolingual students. The administration of the NYSITELL and the NYSESLAT determine the level of English Language Proficiency. The data is used to inform instruction and to differentiate specifically for our ELLs students. Our schools instructional focus is writing which encompasses all of our English Language Learners. What we are finding in our ELLs population is that when frontloading vocabulary, our ELLs students seem to excel when working on comprehension activities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data pattern reveals that many of our students are proficient in listening and speaking but need further development in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
In looking at the modalities in the AMAO tool it was apparent that our students were proficient in the areas of listening/speaking. While this is an area that we will continue to focus on, our main focus and lesson objectives will be met through increased reading and writing in targeted data driven instruction. Through the use of our reading and writing program we will be able to look at the students progress through ongoing assessments. These assessment review sessions will take place through our inquiry and grade level teams.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - ELL students are not tested in their native language other than the Spanish version of the NYSITELL as needed.
 - ELL assessments, as well as all assessments, drive all instructional foci.
 - Approximately 10% of all students test out of the program each year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Data is used in our school to inform instruction for all of our students. In looking at the RTI framework for our ELL students, they are tiered into the various levels and differentiated instruction is planned through the depth of knowledge framework. With this framework our ELL students instruction parallels all instruction that takes place in our school. The methodology of deliverance is different but set goals and objectives are the same.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Our classroom teacher and ENL teacher collaborate on a weekly basis about current classroom objectives. The ENL teacher communicates with the classroom teacher about her successes and or concerns with each child that she services. The needs of the various types of learners are discussed and adjustments are made accordingly. For example, the front-loading of challenging vocabulary in order to allow the students to gain foresight and understanding of the lesson prior to its presentation.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success is evaluated based on the results of the NYSESLAT and also on the attained proficiency levels on the NYS English Language and NYS Mathematics Assessments. As with any AYP goal, this is contingent upon scores reported by New York State and their assessments.

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.
All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS) to show what language the students speaks at home. Then depending on HLIS: One question in (Part 1: questions 1-4) indicates that the student uses a language other than English And two questions in (Part2: questions 5-8) indicate that students uses a language other than English. If a language other than English is indicated, a teacher conducts an informal oral interview with the student in the native language and English to make an initial determination of the student's understanding of, and ability to speak the English language. The survey helps the school identify students who may have limited English proficiency. Once potential ELLs are identified, they are administered the NYSITELL within ten days of enrollment. The NYSITELL results determine whether students are entitled to bilingual/ENL programs and services. During registration various pedagogues and the certified ENL teacher assists in the screening and administering the HLIS. All initial testing and placement is done by a certified ENL teacher. Mrs. Devanny is our certified ENL teacher.
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).
During the student's intake at our school we ask several questions and look for documentation for the student's prior school history.
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).
Our language proficiency team consist of Ms. Carpentier our IEP teacher, Ms. Devanny our ELLs coordinator and Jonathan Kaplan school principal. For existing students we look on SESIS and we ask the parents if there is any history of educational weakness. These students are brought up to our child-study team in order to get feedback from our teachers.
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.
Parent Survey and Program Selection forms are given to the parents during Parent Orientation Meeting to be completed before they leave. If a parent does not attend, the survey is sent home with an Entitlement letter, then another parent orientation is offered.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During parent orientation parents will be notified of their right to appeal any decisions.

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.
 To inform parents of all three program choices, we provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video, which explains the three program choices and is available in 13 languages. After parents are informed of all three program models, we provide the parents with a Parent Survey & Program Selection Form in the parents' preferred language, where parents indicate their program choice. The parent must return the completed and signed form within 5 school days, the student is then placed in an ENL program.
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.
 If a parent does not return the form within 5 school calendar days, the student is placed in our ENL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 After the 5 school calendar days have passed and no form is submitted, we contact the parent and arrange for a meeting with the parent to meet with the ENL teacher and provide a new form.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Once a child is determined through NYSITELL testing that he or she is eligible for services, the placement letters are generated by the ENL teacher and a meeting is set up by that ENL teacher to give that placement letter directly to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Our school retains all documentation for ELLs in the student's permanent record.
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.
 Our ENL students are tested in a secure location within our building. Students are administered the speaking portion of the exam one to one. All testing accommodations and modifications are adhered to. Testing conditions are always status quo throughout our building. Our licensed ENL teacher administers the exam with proctors selected prior to any testing in our building.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 Parent Surveys are distributed and completed at the parent orientation .
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 After reviewing the Parent Survey and Program Selection forms for the past years, most parents have requested an ENL program for their children. The few parents who requested a bilingual placement were advised of the transfer option alternative.

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.

Our ELLs are given the same curriculum as all of our students in our school. Our ELLs program adheres to State Learning Standards in all areas. Through the use of balanced literacy supported by our reading and writing program (Reading Fundamentals and Lucy Caulkin's units of writing) and the use of GO Math in support of our math program, our ELLs are prepared through a differentiated approach. Our curriculum is aligned with the Common Core Standards inclusive of an ELLs component. The organizational models used are push-in/pull-out model. Collaboration between the classroom teacher and our ENL specialist is continuous throughout the school year. Our classroom make-up of students is balanced by ability. Our ELLs are placed in classrooms with mixed proficiency levels.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All our programs for ELLs offer the necessary ENL and ELA instructional minutes required . These regulations require that students, grades K-8, at Entering and Emerging as well as Transitioning levels of English proficiency must have 360 minutes of ENL. At the expanding levels of English proficiency, students in our grades receive 180 minutes of ENL and 180 minutes of ELA instruction. The certified ENL teacher provides the necessary hours of instruction to designated students. Classroom teachers also reinforce language strategies in literacy instruction within their class during differentiated instruction.
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.

Literacy materials used within ENL instruction are content area based to coincide with the content area curriculum in each grade.

Instruction is differentiated through higher order questioning and activities assigned.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All eligible children are tested in the English Language version of the NYSITELL upon entrance to the school. Also, helpful in the evaluation process is the information provided on the Home Language Identification Survey. Based on the results of the English Language form of the NYSITELL, the Spanish version may be administered. Recommendations, based upon these assessment results are then made for ENL instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ENL's are assessed in all areas as are our overall school population. Assessments are used throughout the day and teachers keep anecdotal records on various aspects of the child's performance. Through the Fountas and Pinnell assessment, students are assessed frequently throughout the year in the area of fluency and comprehension. Writing is assessed as well through baseline writings and follow up writings throughout the year. Students writing is looked at during teacher-team meetings. Through turn and talk activities, oral presentations and conferring with students one to one, teachers are able to assess the child's ability to communicate through speaking.
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
 - a. At this time our school has no students who have had interrupted education but if we were to have any we would do the following: Look at any prior records of school history, assess through an approved assessment tool to indicate a child's current level in all modalities, enlist the help of instructional staff, and monitor closely through follow-ups with our RTI committee.
 - b. Students who fall under this criteria are placed accordingly in a classroom supported by Academic Intervention Services. Computer programs such as Imagine Learning, Brain Pop ESL, Saturday Academy, ENL services and an Extended Day program.
 - c. Students who fall under this criteria are placed accordingly in a classroom supported by Academic Intervention Services, Computer programs such as Imagine Learning, Brain Pop Jr, and Brain Pop ESL, Saturday Academy, ESL services and an Extended Day Program.

d. Our long term ELLs will be tracked and assessed yearly and if necessary will be brought up to our Child Study Team to be evaluated for a possible referral to the Committee on Special Education.

e. We have a transitional program which involves our ENL teacher and classroom teacher. Built-in to the ENL teacher's schedule are articulation periods which will allow her to "check-in" with teacher of students who were eligible and have tested out of the ENL program.

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.

We would take a look at the students work thus far and assess if any gaps have been created and address as necessary through at-risk services for Non-Special Education Students and through a temporary increase in services for those students who have an existing IEP.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All Students are exposed to grade level curricular materials. Vocabulary is developed through a multi-sensory approach.

Depending on grade level, picture cards or vocabulary word cards are used. Our schools instructional focus is centered around writing and comprehension. In select grades big books are used to develop language and meaning. Higher order questions and thoughtful responses are developed using specific vocabulary to develop meaning and comprehension. Some of the strategies used to make content more comprehensible for ELLs-SWDs are scaffolding skills, bridging, explicit modeling, sentence starters, modification of text, small group instruction and guided reading.

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 who are identified as ELL-SWDs are provided with instruction based on their individual needs. Some students are part of a pull-out program (mixed proficiency model) and others are provided with instruction based on their individual needs. Some students are part of a pull-out program (mixed proficiency model) and others are provided with instruction during the classroom literacy block. The ENL teacher will provide support to eligible students during this instructional period. Additional enrichment time is provided during our school-wide AIS program from 2:25-4:25. In addition, we ensure scheduling flexibility by allowing service providers to collaborate with teachers so that students are not pulled out for services during reading and mathematics. The ENL provider pushes in.

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.

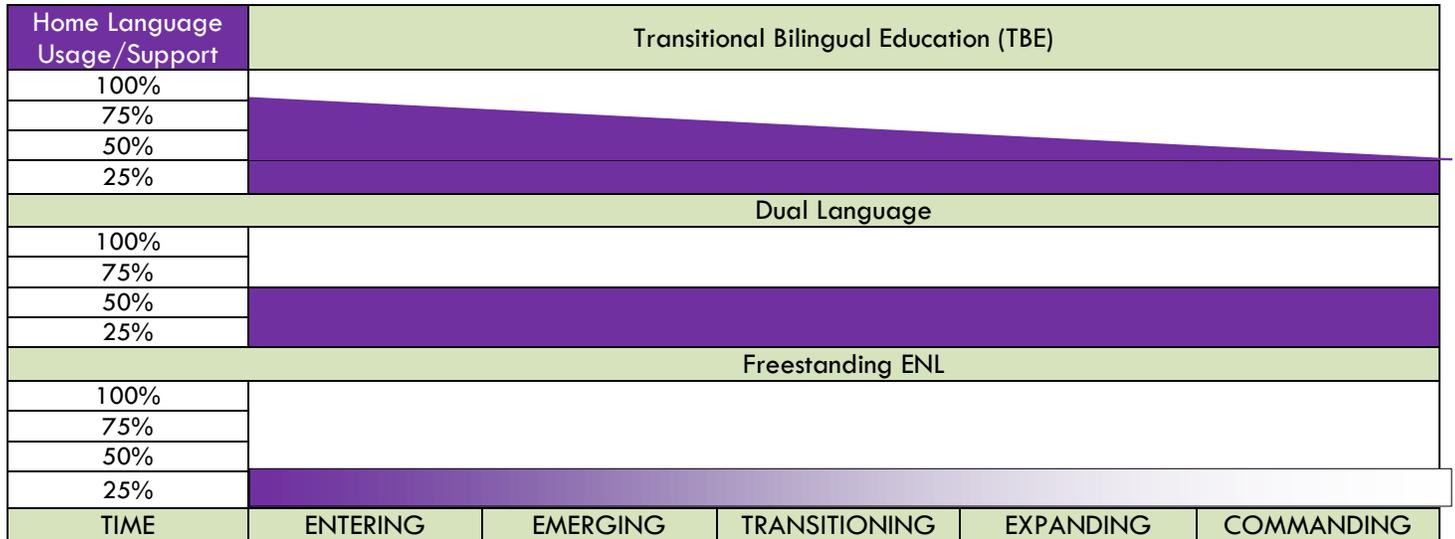


*Note “other approved services” does not apply to New York City at this time.

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. Support for students within the classroom and outside of the classroom comes in many varieties of instructional practices and resources. We offer academic Intervention Services, Saturday Academy, Pull-out, Push-in ENL services, computer programs such as Brain Pop, Mathletics, Imagine Learning and Common Core materials from Reading Fundamentals and GoMath.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our push-in/pull-out program has shown its successes in many different ways. Our ENLs have become immersed in our daily educational program. This integration has increased the ELLs ability to communicate with their peers whilst giving them the confidence to become risk takers in the classroom while allowing the teachers to assess and address the students needs. Our ELLs continue to progress.
12. What new programs or improvements will be considered for the upcoming school year?
We will be using a new curriculum in literacy called reading Fundamentals and Lucy Caulkins for writing , and an ENL component will be built in.
13. What programs/services for ELLs will be discontinued and why?
We discontinued Ready Gen.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Special invites are sent for after-school activities and Saturday Academy. Our written translation and oral interpretation allow them to be kept in the "loop" about happenings and activities, and pertinent information about our school.
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.
Computers, the library, Common Core materials and other resources are available to our ENLs and to our non-ENLs . We use Attansio and Associates, and Getting Ready for the NYSESLAT to prepare the students for the NYSESLAT.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ENL is a push-in, pull-out model according to AMAO guidelines. Native language support is delivered through the mandated instructional periods of native language arts and through materials that support ENL acquisition.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We are a team that is ready, willing and able to support our students. All of our support and service providers articulate with our classroom teachers to ensure that our ENLs have access to the most current and progressive materials. Attendance records are kept by our ENL teacher and our classroom teachers are cognizant to the needs of their students.
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).
We hold parent orientations for newly enrolled ELLs. Interviews are conducted by our ENL teacher and principal. A new family orientation takes place and includes ELLs.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ENL teacher is sent to Professional Development offered by our district including changes to assessment criteria and implementation.
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?
Our ENL teacher meets with teachers throughout the year including grade level meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We help with school choice and ensure that parents of our ELLs are aware of their options.
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.

We look to district driven Professional Development outside of the building as well as internal Professional Development. Attendance is taken. Our ENL teacher attends all NABE and Dual Language conferences.

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?
All parents are communicated with and attend various activities. ELL workshops take place periodically throughout the year. Parents attend Parent Teacher Conferences and PA meetings in which all events are translated to the parents in mailings. Classroom celebrations such as publishing parties and writing celebrations are communicated to parents in back-pack mail and are translated as well.
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.
During Parent Engagement time there is outreach and meetings scheduled by the ENL teacher. Ms. Devanny has a wonderful relationship with our parents who frequently meet with her.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
All activities are attended by our families of ELL's. Communicated by our ENL teacher and translation services are offered.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our family workers have their own rooms where parents can attend workshops, have lunch and share concerns about their personal lives and their child's education.
5. How do you evaluate the needs of the parents?
Through conversations and surveys.
6. How do your parental involvement activities address the needs of the parents?
Parental involvement include translation services.

D. Additional Information

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

Paste response here:

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Jonathan Kaplan | Principal | | 9/15/15 |
| Jacqueline La Russo | Assistant Principal | | 9/15/15 |
| Laura Barton | Parent Coordinator | | 9/15/15 |
| Jacqueline Devanny | ENL/Bilingual Teacher | | 9/15/15 |
| Tashana Williams | Parent | | 9/15/15 |
| Julie Hallahan | Teacher/Subject Area | | 9/15/15 |
| Kristy Denardo | Teacher/Subject Area | | 9/15/15 |
| Francis Ortiz | Coach | | 9/15/15 |
| | Coach | | 9/15/15 |
| Elizabeth Cruz | School Counselor | | 9/15/15 |
| Dr. Karen Ames | Superintendent | | 9/15/15 |
| Kristy Dela Cruz | Borough Field Support Center Staff Member _____ | | 9/15/15 |
| | Other _____ | | 9/15/15 |
| | Other _____ | | 9/15/15 |
| | Other _____ | | 9/15/15 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08x093** School Name: **PS 93**
Superintendent: **Dr. Karen Ames**

Before you begin, please check the following:

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

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

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

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

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

Throughout the year we take different measures to ensure that our non-English speaking parents are actively engaged and involved in our school community. Mailings in English and Spanish are sent home to parents in reference to happenings and important dates at our school. My ENL teacher not only holds her orientation meetings early in the year with parents, she also does outreach through phone calls and letters home to these families concerning various school matters. We continue to value all parent's contributions to our school community. One hundred percent of our parents completed the home survey which shows our commitment to hearing all of our parents whether English speaking or non-English speaking. During registration, our non-English speaking parents are given assistance by various members of our staff paying close attention to the Home Language Survey.

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.

Our Twi speaking families prefer their oral and written communications in English. Our Spanish speaking families prefer their oral and written communications in Spanish. We provide both for our families.

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.)

All documentation sent home by backpack mail and through the New York postal service are translated into Spanish. This includes the aforementioned items listed above in the parenthesis.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the year our ELLs families are communicated with frequently. The following set dates are our official parent-teacher conferences which does not preclude the many other interactions that take place throughout the year. September 17,2015, November 5, 2015, March 3, 2016 and May 12 ,2016. Informal interactions take place on a daily basis.

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.

We have several staff members including our secretaries who are proficient in Spanish. We call upon them to translate all of our communications for our parents.

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.

In house school staff provide translation services and oral communication as needed.

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.)

Staff members are aware of all translations services that can be provided in our school. The Language Access Kit is readily available to our staff and a poster adorns our lobby saying hello to all parents and asking if they need assistance in their own language.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Parents have been informed by backpack mail in both Spanish and English.

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)

A parent survey will go home home this year in both Spanish and English.