

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

<b>DBN: (i.e. 01M001):</b>	<b>11X097</b>
<b>School Name:</b>	<b>P.S. 097 BRONX</b>
<b>Principal:</b>	<b>KATHELEEN BORNKAMP</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 97 School Number (DBN): 11X097  
Grades Served: Pre-K - 5  
School Address: 1375 Mace Avenue  
Phone Number: 718-655-4446 Fax: \_\_\_\_\_  
School Contact Person: Katheleen Bornkamp Email Address: [Kbornka@schools.nyc.gov](mailto:Kbornka@schools.nyc.gov)  
Principal: Katheleen Bornkamp  
UFT Chapter Leader: Sandi Bailey  
Parents' Association President: Belinda DiMurro  
SLT Chairperson: Jo-Ann Cautillo  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Michael DiMurro  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 2750 Throop Avenue  
Superintendent's Email Address: [MLopez9@schools.nyc.gov](mailto:MLopez9@schools.nyc.gov)  
Phone Number: 718-519-2620 Fax: 718-519-2626

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue  
Director's Email Address: [JRuiz2@schools.nyc.gov](mailto:JRuiz2@schools.nyc.gov)  
Phone Number: 718-828-7776 Fax: 718-828-6280

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katheleen Bornkamp	*Principal or Designee	
Sandi Bailey	*UFT Chapter Leader or Designee	
Belinda DiMurro	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Michael DiMurro	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jo-Ann Cautillo	Member/ Chairperson/Teacher	
Matt Bellissimo	Member/ Teacher	
Alexis Marinaccio	Member/ Teacher	
Grace Conetta	Member/ Parent	
Angela Campbell	Member/ Parent	
Sharon Walker	Member/ Parent	

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

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

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

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

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

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

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



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 97 is a truly wonderful school that makes every child feel welcome and encourages them to strive to be the best person and student possible. It has a warm, inviting environment where parents feel comfortable and secure that their child is receiving the best education possible, which is evident in the Learning Environmental Survey. We have a very diverse population in our school. As stated in our ATS report, the population at P.S. 97 is composed of 15% Asian, 29% Black, 37% Hispanic, 15% White and 4% other race. Our Mission statement and core belief is that "Every Child Is Special, Every Child Can Learn, and Every Child Will Succeed".

We have many initiatives to maintain a positive environment that are implemented daily. One system that is used is the STAR CLASS reward program. Each day, students look forward to coming to school and earning stars for various positive behaviors. They are aware of all of the requirements to earn a star and work very hard to achieve them. Classes receive stars for 100% attendance, uniforms and good behavior. At the end of each month, the classes submit their stars and the class with the most stars on each grade wins a special trip in our community. These trips are funded by the Project Boost Grant.

Another system that has been put in place is the STAR STUDENT OF THE MONTH. One student from each class is chosen based on a collaboration of all teachers that are part of his/her education. The star student of the month is a child who exhibits positive behaviors and always stands out for doing their best every day. At the end of each month during the PTA meeting, these children and their families are invited to come celebrate their success and receive their awards. It is a wonderful way to recognize the children for being good citizens and students. Each month, a different student is chosen for the award.

Along with these two reward systems, we also have several incentives for students to look forward to. The fifth grade has a variety of club periods which they participate in throughout the year. The entire school celebrates our diversity through various multicultural celebrations including our Thanksgiving Harvest and our PTA pot luck dinner. However, the activity which the students talk about all year is our annual Dance Festival.

According to our Quality Review, we were well developed in several areas. These areas include the following:

- Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards
- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products
- Align assessments to curricula, use on-going assessment and grading practices, and analyze instructional decisions at the team and classroom levels
- Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations

Our challenges are that we were proficient and are hopeful to move to well developed in the following area:

- Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

P.S. 97 has made it a priority to establish a culture for learning that communicates high expectations to staff, students, and families and provide supports to achieve those expectations. Our teachers share out best practices, model lessons for other teachers and participate in inter-visitations to assist in the growth of the entire teaching community. They learn significant amounts of strategies and use them in their own classrooms to better their environment and teaching skills. They also engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improving student learning. Our staff makes the students a priority and goes above and beyond what is asked of them to support the students in their best interests. This is what makes P.S. 97 such a wonderful place to learn, work and grow together.

## 11X097 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	737	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	65.0%	% Attendance Rate		92.4%
% Free Lunch	67.1%	% Reduced Lunch		11.1%
% Limited English Proficient	4.3%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		33.4%
% Hispanic or Latino	36.5%	% Asian or Native Hawaiian/Pacific Islander		15.4%
% White	13.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.54
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4		29.0%
Science Performance at levels 3 & 4 (4th Grade)	92.4%	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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

According to our Schoolwide Benchmark Data Report, 62 % of our students met grade level proficiency on the DRA Benchmarks.

**Strengths :** Students are exposed to a rigorous curriculum (READY GEN). Teachers have been using the curriculum for 2 years and are familiar with the structure of the program. The teachers modify, supplement and arrange lessons where they feel necessary for students to achieve the most out of the program.

**Needs :** Students need more supports and differentiation to succeed with this curriculum. There is a need for an increase in the amount of RTI and small group instruction that students receive.

### Part 2 – Annual Goal

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

By June 2016, all teachers will implement targeted instructional strategies that will result in a 5% increase of students scoring proficiency as measured by the DRA grade level requirements.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Students will be exposed to a rigorous curriculum (READY GEN). <ul style="list-style-type: none"> <li>• Small group instruction to target areas of need and teach skills necessary for advancement</li> <li>• Differentiated lessons to meet the needs of all students</li> </ul>	All general education students	September-June	Classroom teachers will be implementing strategies and administration will oversee them
Students are exposed to Scholastic Read 180. With this program, they learn target vocabulary, oral reading and comprehension strategies. Students are set up with a computer rotation in which they rotate between several different zones such as spelling, writing, reading and success zone. They have their own Read 180 library.	5 <sup>th</sup> grade ICT, 4/5 self contained students	November-June	Classroom teachers will be implementing and administration will oversee them
Students are exposed to Max Scholar. It is a differentiated program that targets phonics and comprehension strategies which will assist students in the learning process and increase reading proficiency.	SWD and at risk students	October- June	Special education teacher, RTI, SETSS
<b>Parent Involvement:</b>  Parent workshops, Tuesday Parent Outreach, Open Access Library, Honor/Effort Roll, Star Students, Star class winners	Whole School	September-June	Title I team, teachers, Parents, Library teacher

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• 17 classroom teachers in grades K-2</li> <li>• 17 classroom teachers in grades 3-5</li> <li>• 3 RTI teachers</li> </ul>

- Technology: Smartboards, Elmos, Computers
- PD time on Mondays from 2:20-3:40
- Common preps once a week for each grade and cluster teams
- Teachers will meet once a week for their common prep period to discuss strategies and implementation of best practices and ways to improve student growth.
- Ready Gen Curriculum materials
- Read 180 curriculum
- Max Scholars curriculum

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

**Part 5 – Progress Monitoring**

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

In January 2016, the mid-point benchmark will be:

Grades K-5 DRA benchmarks

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

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

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

### **Part 1 – Needs Assessment**

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

According to the Promotional Criteria Report (Cut Scores) , 93% of students met the promotional criteria (Levels 2, 3, and 4) on the NYS Math Assessment.

**Strengths** : Children are exposed to a rigorous Common Core Curriculum (Go Math, Envisions). Teachers are familiar with the Envisions program because we have been using it for 3 years. The Go Math program will be used for the first time this year in grades K-2 and grades 3-5 will continue using Envisions. Both programs are interactive and engaging for all students’ needs. Teachers will supplement the programs to meet the needs of all students.

**Needs** : Students need more support/differentiation to succeed with the curriculum. Additional AIS is needed for students who are not mastering the topics.

### **Part 2 – Annual Goal**

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

By June 2016, all teachers instructing Math will implement targeted instructional strategies that will result in a 3% increase in the number of students scoring at or above proficiency (Level 3 or 4) on the NYS Math Assessment.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Students are exposed to Go Math (K-2) and Envisions (3-5) Common Core Curriculum and it is effectively delivered to all students. The teachers supplement materials when necessary to meet the needs of all students.	K-5	September-June	Classroom teachers
Teachers are incorporating technology into their lessons to make them more interactive through the use of computers, elmos and Smartboards, which benefits all students including ELLs and SWD.	Pre-K- 5	September-June	Classroom teachers, clusters
<b>Parent Involvement:</b>  Workshops are organized to help parents and students prepare for the NYS Math Assessment, Test Taking Strategies and Homework Help	Whole school	October-June	Classroom teachers, clusters
Teachers are participating in inter-visitations to assist them in improving the quality and delivery of teaching strategies.	Pre-K- 5, Clusters	December-June	Classroom teachers, clusters

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• 17 classroom teachers in grades K-2</li> <li>• 17 classroom teachers in grades 3-5</li> <li>• 2 AIS teachers</li> <li>• Technology: Smartboards, Elmos, Computers</li> <li>• PD time on Mondays from 2:20-3:40</li> <li>• Common preps once a week for each grade and cluster teams</li> <li>• Envisions Curriculum</li> </ul>

- Go Math Curriculum

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

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

**Part 5 – Progress Monitoring**

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

**Grades K-2:** Mid-year Go Math benchmark

**Grades 3-5 :** Common Core practice test

**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.

Based on the Parent Involvement attendance data, there was an average of 30 parents attending monthly meetings, workshops and/or family nights.

**Strengths:** Based on parent surveys, workshops are created and scheduled based on need and parent availability.

**Needs:** According to the Parent Attendance logs, parent participation is highest during Parent Teacher Conferences and not at monthly workshops or meetings. More emphasis needs to be placed on the importance of these meetings and workshops and ways to encourage parents to attend them.

### Part 2 – Annual Goal

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

By June 2016, there will be an increase in parent involvement from 30 parents to more than 35 parents at monthly meetings as measured by the Parent Involvement attendance data.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent workshops will be scheduled on how to help children with homework, test prep, literacy, math, and several other areas of interest to parents .</p>	<p>Whole school</p>	<p>October-June</p>	<p>Teachers with administration overseeing it</p>
<p>The school will provide translation for non-English speaking parents in person, as well as through letters sent home.</p>	<p>Whole school</p>	<p>September-June</p>	<p>Parent Coordinator, staff with administration overseeing it</p>
<p>Parent Involvement:</p> <ul style="list-style-type: none"> <li>• STAR class trips</li> <li>• PTA potluck dinner</li> <li>• Workshops</li> <li>• STAR Student of the month</li> <li>• Family Art Nights</li> </ul>	<p>Whole school</p>	<p>September-June</p>	<p>Parent Coordinator, SAVE room teacher, PTA, teachers with administration overseeing it</p>
<p>Trust:</p> <p>Teachers and administrators communicate and make parents feel welcome.</p>	<p>Whole school</p>	<p>September-June</p>	<p>Teachers with administration overseeing it</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Parent Coordinator, Teachers, staff, Title I, Boost Grant</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>		<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p>X <b>Other</b></p>

## **Part 5 – Progress Monitoring**

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

In January 2016, the mid-point benchmark will be:

Administrators will evaluate the data from the parent

logs to see if we have had an increase in parent involvement.

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

**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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Hold overs, At Risk Students, Level 1 ELA	Fountas and Pinnell Leveled Literacy Intervention	Small Group, One to One	During the day
<b>Mathematics</b>	At Risk Students, Topic Test Results	Envisions, TERC Math	Small Group	During the Day
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students with IEPs, At Risk Students	Play Therapy, Story Books, Role Playing, Feeling	Small Group, One to One	During the 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Due to the low turnover rate of teachers in our school, all of our teachers are highly qualified. Upon interviewing, all teachers must be certified and provide a demo lesson. Teachers frequently attend professional development sessions to improve their teaching abilities and strategies. They are also participating in study groups amongst each other to strengthen the educational community and the area of trust.

#### 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).
Teachers, Principals and Paraprofessionals regularly attend various Professional Developments provided through CFN 606 and the superintendent to improve instructional strategies and outcomes for students. After carefully selecting the staff, we continue to research and provide professional development sessions both inside our school as well as at various different institutions to best meet the needs of our staff. As always, we try to accommodate our staff's needs as well as interests through surveys during the course of the year. In addition, the entire staff including administration, teachers and paraprofessionals, participated in books clubs. The literature provided was separated according to content areas and teachers chose an area to participate in learning more about. The groups met weekly and discussed their findings and opinions throughout the chapters and how they can incorporate it in their own classrooms. Once the book clubs were completed, the groups created a presentation on their content area to share with the rest of the staff.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).

N/A

#### 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.).

N/A

##### 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.

Surveys are distributed to teachers to ask their preference or input on decisions regarding future programs, Professional Development and/ or needs during the year. Based on the results from their surveys, decisions are made to help improve the quality of education for all of our students. The teachers receive professional development from other colleagues during turnkey sessions regarding assessment and how to drive instruction. They also use information gained from the sharing of best practices to assist them with improving their instruction based on looking at student work and the data collected.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	452,501.00	X	Pages 11-16
Title II, Part A	Federal	151,317.00	X	Pages 11-12

Title III, Part A	Federal	11,200.00	X	Pages 11-12
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	3,640,157.00	X	Pages 11-16

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S.97]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[P.S.97]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### School-Parent Compact (SPC) Template

**[P.S.97]**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS97</u>	DBN: <u>11X097</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ The rationale for the Title III afterschool program is to focus on the needs of the students in the areas of both, reading and math. It will be used as an enrichment program for students in grades K-5th and will serve all levels from beginning to advanced. The program will begin January 18th and end April 2nd. A total of three teachers will be hired to work the Title III program. Two common branch teachers and 1 ESL teacher. The teachers will co-teach as followings:

On Wednesdays, ELLs in grade K-3 will be invited to the program. One common branch teacher and the ESL teacher will co-teach the K-1 students from 2:25-3:25; while the second common branch teacher works with the grade 2-3 group. At 3:25, the ESL teacher joins the second common branch teacher for instruction with the grade 2-3 group. (1 common branch teacher will work for 1 hour on Wednesdays, and the second common branch teacher as well as the ESL teacher will work for 2 hours on Wednesdays)

On Thursdays, ELLs in grade K-1 and 4-5 will be invited to the program. One common branch teacher and the ESL teacher will co-teach the K-1 students from 2:25-3:25; while the second common branch teacher works with the grade 4-5 group. At 3:25, the ESL teacher joins the second common branch teacher for instruction with the grade 4-5 group. (1 common branch teacher will work for 1 hour on Wednesdays, and the second common branch teacher as well as the ESL teacher will work for 2 hours on Wednesdays)

A supervisor will be paid out of Title III funding to oversee the program, since this is the only program running in the building at the time. \_\_\_\_\_

There will be a shared reading piece along with a read aloud for each grade, while some students work on Imagine Learning. Second part of the lesson will be dedicated to TIME for kids to focus on fiction and nonfiction articles for grades 2nd and 3rd; Word Generation for grades 4 and 5.

ESL methodologies and Strategies are used throughout the school day and in the Title III program as well; focusing on best strategies across the content areas and focusing on NYSESLAT, ELA, and Math enrichment. The instruction and enrichment will be in English and will have 3 certified teachers, one ESL certified and the other two content area teacher. Teachers will provide enrichment through the use of technology by using "Imagine Learning Program" and will also use Ready Gen ESL component, along with an enrichment program. The instruction will be differentiated: the students who are "Advanced" will be receiving instructions which are twofold: to become proficient in English by testing out of the NYSESLAT test and to receive a level 3 or 4 on the ELA, Math and Science tests. The students who are "beginners and Intermediates" will also benefit by the after school program as they will also receive instructions in the content areas so they will be able to move up levels in the ESL program and move toward receiving higher levels on the ELA, Math and Science tests. \_\_\_\_\_

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: \_\_\_\_\_ Professional Development is conducted by a certified ESL Pedagogue who attends outside Professional Development training by the CFN 606 and turnkeys it to the monolingual teachers. In addition teachers will have the opportunity to attend ESL workshops whereby, effective ESL methodologies and strategies are conducted during Professional Development days and Faculty conferences. Also a notice will go out to the Monolingual teachers asking them to notify the ESL pedagogue if they have met their mandated hours. Afterwards, those teachers who have not met the mandated 7.5 or the required 10 hours for Special Education teachers will receive the required ESL Instructional hours through workshops given by the certified ESL pedagogue. Records of the teachers mandated hours will be kept in the main office and a copy in the ESL room. Our rationale as stated above is our basis for our Title III after school program. In order to meet the needs of our students, we intend to provide support for our classroom teachers in ESL by offering the following sessions:

Topic 1: Vocabulary Development for ELLs

Rationale: Teachers will focus on high frequency words, their meaning, and how they can be used in the classroom. (Glossaries)

Date: Feb. 17, 2014

Time: Lunch Period

Presenter: Amanda Gardner & Danielle Civitano

Audience: Title III teachers

Session 2: Book study for teaching ELLs Scaffolding Teaching, Scaffolding Learning)

Date: Weekly for approximately 6 six weeks (At no cost to the Title III Program)

Time: Monday, afterschool PD

Presenter: Ms. Brindisi

Audience: Teachers of ELL students and Title III teacher

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### 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: \_\_\_\_\_ The rationale for involving the parents in the Title III program is to bridge the gap between school and home and to make parents feel welcome in our school. This will also help parents understand what their child is working on in school and how they can help them. We will also provide 2-3 trips to community businesses/organizations to not only include curriculum and instruction but to include socialization and to acclamate them into our culture.

Topic 1: Reading to/with your child

Date: February 5, 2014

Time: 4:25-5:25

Name of Provider: Jean DiStefano & teacher

Audience: ESL Parents

-

Topic 2: Helping Children with homework

Date: March 12, 2014

Time 4:25-5:25

**Part D: Parental Engagement Activities**

Name of Provider: Jean Di Stefano & teacher

Audience: ESL Parents

-  
Topic 3: Community Trip

Date: April 2, 2014

Time: 2:25-5:25

Name of Provider: DiStefano, teacher, and supervisor

Audience: ESL Parents & Children

-  
\*Parents will be serviced by both the ESL & Area Content Teacher

\*Parents will be notified via letter in the beginning of the program and followed up with an email and/or phone call.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	0	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>097</b>
School Name <b>PS 97</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Katheleen Bornkamp</b>	Assistant Principal <b>Danielle Civitano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>AnnaMarie Restaino</b>	School Counselor <b>Lindsey Padilla</b>
Teacher/Subject Area <b>Mr. Gonzalez/2nd</b>	Parent <b>Patricia Monroy</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ana Figueroa</b>
Related-Service Provider <b>Carmelina Lynch</b>	Borough Field Support Center Staff Member <b>Patricia Monroy</b>
Superintendent <b>Meisha Ross Porter</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>696</b>	Total number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	29	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	28		2	1						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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			4	1	3	2								0
Chinese						1								0
Russian														0
Bengali														0
Urdu		1		2		3								0
Arabic			2	2	1	3								0
Haitian														0
French						1								0
Korean					1									0
Punjabi														0
Polish														0
Albanian			1			1								0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 PS 97 uses the following assessments, to assess early literacy for the ELLs population: Fountas and Pinnell, running records, and both pre and post tests for units of study. Based on student's results, individual goals are set twice a year with interim benchmarks We also provide extended day for ELL students three times a week Students will also receive RTI & AIS services as necessary. This data informs our school's instructional plan by focusing on ELLs levels and comparing them to non ELLs. ENL teacher then, plans accordingly based on results and best practices to show progress. We also track their progress from their fall benchmark to their spring benchmark results to see what progress has been made and what is working for our students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 When reviewing the data from the NYSITELL and NYSESLAT, we noticed that our students tend to make more progress in the listening and speaking section before attaining a more proficient level in reading and writing. According to data the majority of ELLs who took the NYSESLAT scored at a higher level for speaking and listening than for reading and writing. Based on the data, and after analyzing student work we plan lessons accordingly and incorporate different reading levels and graphic organizers to assist them in writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses the Annual Measurable Achievement Objectives to focus on the progress toward the achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. We also use it to focus on trends within our school and for planning instruction and choosing materials (graphic organizers) to use with our students. Our ENL students tend to score higher in Speaking and Listening therefore, we focus on Reading and Writing through the use of skills and strategies that will assist them in it such as, read alouds to focus on comprehension, articles to focus on comprehension and the use of graphic organizers to assist in their writing. s
- For each program, answer the following:

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

a. ELLs are not tested in their home language unless specified. Most ELLs have a higher proficiency in listening and speaking.

b. Not Applicable- We began administrering the ELL Periodic Assessment this year

c. Not Applicable

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](#).]

We do not refer beginning or intermediate students because they are receiving extra support in ESL. Students that are advanced or proficient will receive RTI based on a needs assesment. When students are identified and placed in RTI we use Fountas and Pinnell Assessment System as a Universal Screening. This helps us identify students who are in need of acedemic support. Scores of students who have taken the ELA, acuity are also considered. In the Tier I environment students identifies in need of acedemic support are grouped according to skills needs and/or ability for small group instruction. Teacher monitor progerss and document outvomes. Based on the data collected during Tier I, students who are not making adequate progress are discussed at the SIT meeting and there it is determined whether they will move onto Tier II.

DRA2 is the assessment tool used for screening Tier II. The data collected from this screening will determine the studetn's placement for Tier II instruction, which includes a smaller group setting 3-5 students, and more targeted instruction. Teachers monitor progress using Fountas and Pinnell Leveled Literacy Invention System, San Diego Quick Assessment, writing asmples, and document outcomes. Based on the data collected during Tier II, students who are not making adequate progress are reviewed and discussed at the SIT meeting and there it is determined whether they will move onto Tier III.

Screening tools for these studetns are administered on a case by case basis, depending on the individual needs of the student. Screening tools include but are not limited to Fountas and Pinnell, DRA2, Slosson, Brigance, and Sn Diego Quick Assessment.

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

Teachers work collaboratively for both push in and pull out model and communicate using a collaboration log. The ENL teacher and classroom teachers meet throughout the month to review and discuss students progression and target of measures. Both teachers review tearget measures and student progress, to deepen their understanding of the student's progression in language development. PS 97 uses books in native languages, multicultural books, glossaries, and dictionaries using ESL methododologies and also stressing vocabulary and developing the vocabulary deeper into meaning by using prefixes, suffixes, synonyms, and antonyms etc...

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).

PS 97 evaluates the success of our program by the number of students who have moved up a level or tested out of ENL. We use different benchmark assessments throughout the year, to track student progress. Students are given a fall and spring benchmark assessment to measure their growth throughout the year. Assessments that we use are:

DRA2

Fountas & Pinnell

On Demand Writing Piece

## 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.

1. All students that are registered at P.S. 97 receive a Home Language Identification Survey (HLIS) which is included in the registration packet, that is given out by the Pupil Accounting Secretary with the assistance of a pedagogue, who conducts registration. At that time all efforts are made to accommodate parents to fill out the HLIS. Our school makes an effort to provide an interpreter for parents depending on their home language along with a pedagogue that speaks the home language. If a pedagogue is not avaiable that speaks their language we call the interpretation line. In other instances there are staff who will assist the parents, for

example, a certified Chinese pedagogue, will interpret and also help to reduce frustration for parents and to help them understand and complete all information on the HLIS. We have a few pedagogues in the building that speak other languages, they are:

ENL teacher-Ms. Restaino

Mr. Gonzalez (2 nd Grade Teacher)-Spanish

Ms. Chang(Kindergarten Teacher)-Chinese

The certified ESL pedagogue reviews the survey to determine if a formal Language Assessment Battery Revised(LAB-R) should be administered based on the HLIS. An informal interview will be given, by our ENL teacher, or administrator to a possible ELL through a series of questions, to determine if the student needs a formal assessment. If the student does not need the assessment, it is coded NO. If the student does need a formal assessment, then the interview is conducted by a Certified ESL pedagogue within 10 days of the student enrollment. A certified Spanish pedagogue administers the Spanish LAB in the Native language for a Spanish Student. As a result of these assessments the students enter the ESL Program and are placed based on the level achieved in the assessment. The combination of the HLIS form as well as the LAB-R assessment is used to determine the eligibility of placement in our free standing ESL Program.

Our ENL teacher is given the NYSITELL materials to review and a schedule for testing, according to grade and proficiency level. Testing accommodations are followed.

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

Students who have been in the US for less than 12 months and who are below 2 or more grades in both their home language and English due to an break in schooling prior to their arrival in the US, will be interviewed and depending on their home language our ENL teacher will administer the Literacy Evaluation for Newcomers. Following that, an entitlement letter is sent home by the ESL pedagogue, in their native language and also in English (as are all letter that reach out to parents of ELLs). The parent orientation is set within ten days of the student enrollment to the ESL Program. The letter states the time, date and where the orientation will take place, in the ESL classroom. If a parent cannot attend, another date is set suitable to the parent(s). The parent orientation is provided for all new ENLs, which is conducted by the ESL pedagogue. A DVD which contains several languages is viewed by the parents in the native language of the parents who are attending, to provide information about the three available programs choices. This supports the parents in making an informed decision that best fits the needs of their children. During the ELL orientation with parents, the parents fill out the parent survey and selection form. We presently have no SIFE students.

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 school begins with the HLIS document and initial interview. Next, our school's SBST Team (Ms. Rader-Social Worker, Mr. Perez-Psychologist, and Mr. Chinga-Family Worker), along Kathleen Bornkam-Principal, Danielle Civitano-Assistant Principal, Steve Nyarady-Assistant Principal, AnnaMarie Restaino-ENL, and SETSS teacher Ms. Kyhn review the IEPs of students to determine placement and eligibility for ENL services. Students are then given the NYSITELL and we hold a team meeting with the parent to determine eligibility and level. Parent will also attend ENL orientation.

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.

To ensure that the parent survey and parent selection forms are filled out properly the ESL Pedagogue has the parents fill it out during the parent orientation. If an issue should arise where a parent cannot attend the parent orientation the ESL pedagogue will call the parent, use an interpreter if need be, and provide all necessary information about all three programs (In their native language) to help the parent make a decision on which program they want to select for their child. The parent will have the opportunity to go on the DOE website and get the information in their own language and view the DVD which will help in their choice of the three available programs. The ESL teacher sends home the entitlement letters informing parents of their child's score, these letters are sent in the native language and in English on the underside of the native language. During the ESL parent orientation the parent surveys and selection forms are filled out and placement letters are signed by parents, after viewing the video and a question and answer period follows, when all parties are satisfied then, the forms are filled out. Original parent survey and selection forms are put into the student cumulative records and a copy goes into the student records in the main office.

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

Parents are informed during the parent orientation of their right to appeal within 45 days of enrollment.

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.

First, an entitlement letter is sent home by the ESL pedagogue, in their native language and also in English (as are all letter that reach out to parents of ELLs). The parent orientation is set within ten days of the student enrollment to the ESL Program. The letter states the time, date and where the orientation will take place, in the ESL classroom. If a parent cannot attend, another date is set suitable to the parent(s). The parent orientation is provided for all new ELLs, which is conducted by the ESL pedagogue. A DVD which contains

several languages is viewed by the parents in the native language of the parents who are attending, to provide information about the three available programs choices. This supports the parents in making an informed decision that best fits the needs of their children. During the ELL orientation with parents, the parents fill out the parent survey and selection form. We inform parents that if there are 15 students between two grades with the same home language who have selected transitional bilingual, then they will form a class as per State regulations. We keep a record of the parents who have chosen Transitional Bilingual or Dual Language as an option and use this as justification for student placement in the ESL Program. At this point all efforts are made to place students in the program of parents choice. However, the parents overwhelmingly choose our ESL Program.

We presently only have a freestanding ENL program, if another program becomes available our ENL teacher will inform the parents.

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.  
7. To ensure that the parent survey and parent selection forms are filled out properly the ESL Pedagogue has the parents fill it out during the parent orientation. If an issue should arise where a parent cannot attend the parent orientation the ESL pedagogue will call the parent, use an interpreter if need be, and provide all necessary information about all three programs to help the parent make a decision on which program they want to select for their child. The parent will have the opportunity to go on the DOE website and get the information in their own language and view the DVD which will help in their choice of the three available programs. The ESL teacher sends home the entitlement letters informing parents of their child's score, these letters are sent in the native language and in English on the underside of the native language. During the ESL parent orientation the parent surveys and selection forms are filled out and placement letters are signed by parents, after viewing the video and a question and answer period follows, It is when all parties are satisfied then, the forms are filled out. Original parent survey and selection forms are put into the student cumulative records and a copy goes into the student records in the ESL class.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We conduct additional parent orientation meetings to ensure that the Parent Survey and Parent Selection forms are completed. If the parent has not attended a Parent Orientation meeting, our Parent Coordinator will reach out via phone or email. During Back to School Night and Parent Teacher Conferences, teachers will be made aware of any parents that did not complete and return forms and they will have copies available as well. Also, our ENL teacher, Ms. Restaino will use the parent communication time on Tuesdays, to reach out to parents.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our ENL teacher provides a copy of the parent notification letter to the parent, has them sign for it and keeps a copy for the student's record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
We keep all HLIS in students' cumulative folders, and we keep copies of the non-entitlement and entitlement letters in a binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
We begin by reviewing the necessary ATS reports (RLER, RELC, RNMR, and RLAT) to verify what students have to be tested and what levels they will be tested on. PS 97 administers all sections of the NYSESLAT to all students each year, by providing one to one ESL pedagogue administering the speaking portion of the test and another trained pedagogue does the grading. The listening portion of the test for grades K-2 is administered by a teacher and a trained pedagogue in group settings. The reading and writing is also administered by the ESL teacher and a trained pedagogue. The ESL teacher does not score any part of the exams, trained pedagogues do. The testing is done in a comfortable room, with test modifications and with good lighting.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
After review of student's scores, we determine the student's eligibility and schedule a parent welcome meeting to distribute the letters. Any parents that are unable to attend, we will send the letters home and ask parents to sign that they received them.
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 selection and program placement sheets to review parent choices it was noticed that the trend in program choice has been the Freestanding ENL Program. Over the last 3 years, 100% of our parents chose that program. They feel they can support their children in their native language, but place greater emphasis in their children being fully immersed in English instruction at school. Presently, the Freestanding ENL Program is the only one that was chosen and is available.

# 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 freestanding ENL program is both push in and pull out. Depending on student's level, students will either be instructed by the ENL teacher or both the ENL and science/ENL teacher. Students are grouped based on their grade and proficiency level. Students are grouped heterogenously however, all ENL students are in the same class per grade. ENL teacher pushes in during the ELA period/periods in grades K-2<sup>nd</sup> and 4<sup>th</sup> & 5<sup>th</sup>. She then pulls her students out the following period to reinforce the lesson in small group and scaffold the instruction. Students in grades 3<sup>rd</sup> -5<sup>th</sup> receive ENL instruction provided by a dual certified teacher. In addition, EN and EM students receive additional support through the pull out model.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At our school, we have a freestanding ENL program, ENL teacher both pushes in and pulls out. Enterring and emerging students receive 360 minutes of ESL services weekly, which include standalone 180 minutes of ENL, 180 minutes of ELA with ESL strategies. Our transitional students receive 180 minutes per week of ENL, which include; 90 minutes of ELA and 90 minutes of content area (Science). Our expanding students 180 minutes of ENL and 180 minutes of content area (Science). Our commanding/proficient are being serviced by a dual certified science/ESL period 2 periods of science and 2 periods of push in in the classroom
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.

All Instruction is delivered in English and the content areas are supported through the, "Into English Program" by Hampton Brown, and also Rigby's, "On Our Way to English". Various ESL Methodologies such as TPR (Total Physical Response), Content Based ESL Instructional Approach, Cooperative Learning, Language Experience, BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), CALLA (Cognitive Academic Language Learning) etc. Some of the ESL Strategies employed are repetition, use of grapic organizers, scaffolding, think-pair-share, pictures, realia, manipulatives etc. also ELA reading and writing strategies. The ESL Program supports Second Language students by utilizing paras who speak the Native Language of the student. The ESL room has books in different languages with its English transalation and students are also paired up with other students who speak the same language. The ELL students take content area tests in their Native Language and these scores are comparable to English speaking students
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ESL program evaluates Spanish Speaking students with the Spanish LAB-R and students who take the content area test in their native language except for ELA are compared to the levels of English speaking students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The effectiveness of PS 97 ESL pullout program is meeting the needs of our students because they are receiving more than the mandated minutes of 360 for beginners and intermediates, because our schedule has 50 minute blocks eight times a week and therefore, they are being seen over the 360 minutes. The same applies to the advanced students who also receive the 18-minutes four times a week. PS 97 also as stated above in #9 targeted students are also receiving services in content areas. Students are receiving ESL methodologies in Science through a trained pedagogue who also holds ESL certification. By the number of students who tested out of ESL on the spring 2013 NYSESLAT and the number of students who showed upward mobility on different levels deems our success. They are also receiving after school Title III service to support their education as well as test strategy preparedness during the mandated school day.
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

Differentiating instruction is based on the Stages of Language Acquisition in conjunction with the Students levels achieved on the LAB-R and the NYSESLAT. PS 97 will continue to focus on content areas creating the necessary differentiation for Beginner, Intermediate and Advanced students to reach grade level competencies on state wide assessments in the content areas. After articulation with classroom teachers it has been determined that active reading skills and strategies necessary for grasping academic language need to be explicitly taught, by moving students to grade level competency in content area learning

a. SIFE students school plan is to give students the initial assessment of the LAB-R and through informal testing and observations we prioritize the students needs and place them accordingly. They are serviced by the ESL pedagogue in a pull-out program. They also receive additional services by the Math and reading AIS. If ESL scheduling permits they will receive an extra period, in addition to the required minutes for their particular level. Scalfolding is used in various degrees depending on the needs of the student.

b. Based on the newcomers needs and how much schooling they have had students are paired with other students who speak the same language to help interpret for understanding. ENLs receive instructions through various ESL Methodologies and Strategies as stated above in statement #3 as they are immersed into the program. They are also receiving, AIS instruction with ELA strategies.

c. ELLs receiving 4 to 6 years of service are receiving support from other teaching professionals depending on their instructional level. We review test results and get an item analysis to identify students strengths to focus on areas of growth and push them towards proficiency on the NYSESLAT and other state mandated tests.

d. Same as above 5c. The Long Term ENL students besides receiving their mandated minutes are invited to attend the NYSESLAT test preparation program conducted by a certified ESL pedagogue in the Title III after school program. In addition the SBST conducts an observation to make any needed recommendations to improve and better service the students needs.

e. Teachers of former ENLs will continue to use ENL strategies when working with former ELLs in the classroom. Most former ELLs will receive extended day, where there will be a strong focus on vocabulary. Former ENL will continue to receive additional support services for 2 years, after reaching proficiency/commanding levels. They will also receive a .5 unit of study per week in an integrated ENL or content area such as, science.

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.

Our principal will consult with our qualified ENL teacher, the parent/guardian, and the student. Based on the recommendation of Our ENL teacher and in consultation with the parent that the student may have been adversely affected by the determination, our principal will provide additional support services to the student (RTI teacher, ENL teacher, SETTS teacher) as defined in CR Part 154-2 and may reverse the determination within this same 6-to-12 month period. If our principal’s decides to reverse the ELL status, she will consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school calendar days.

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?

For ELL and SWD the Instructional materials we use are Ready Gen, Foundations, and Raz Kids. All ELL students with an IEP are properly placed and are scheduled to receive all mandated services. We use the following materials to provide access to academic content to areas to accelerate English language development:

ELA: Ready Gen

Writing: Writing Strategies

Math: Go Math (K-2 nd ) Envisions (3 rd -5 th )

Science: FOSS & Harcourt

Social Studies: Follow the scope and sequence through the use of trade books

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses the curricular, instructions and scheduling flexibility to meet the mandated minutes for diverse levels of our students and provide additional periods where necessary. Our students receive ESL in a least restrictive environment in an ESL room separate from their classrooms. They are taught among their peers in a nonjudgemental, safe environment. The ESL classrom has books that are both in the Native Language and English combined. These books are in Spanish, Urdu, Chinese Hindi,

**Chart** Bengali, Arabic, Albanian Japanese and French. These are especially useful for our newcomers. Throughout the school in the classrooms where ESL students are, the "Imagine Learning Program is our main technology program, and it is used to help our ELLs lower their anxiety while learning the English language. In addition, the student's IEP's dictate the needs of the student's academic social and physical needs.

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

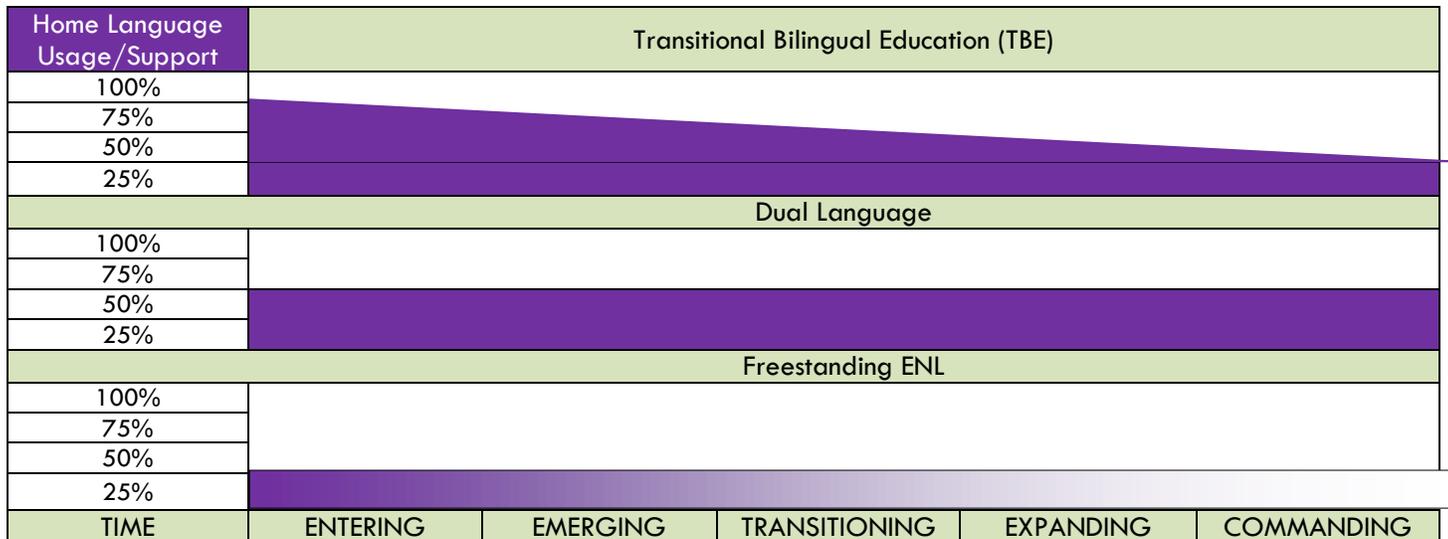


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Targeted intervention programs for ELLs in ELA include extended day instructions, small group instructions and academic intervention services provided by a reading specialist. These programs include but are not limited to the Imagine Learning, Fountas and Pinnell Intervention Series(grades 1-3) and Read 180 (grades 4 and 5). Based on data provided from the math assessments, math intervention programs are provided by classroom teachers and an AIS teacher. Science intervention support is provided by classroom and science cluster teachers based on pre and post assessments. Social Studies intervention is provided by classroom teachers based on assessments and project rubrics.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of PS 97 ESL pullout program is meeting the needs of our students because they are receiving more than the mandated minutes of 36- for beginners and intermediates, because our schedule has 50 minute blocks eight times a week and therefore, they are being seen over the 360 minutes. The same applies to the advanced students who also receive the 18- minutes four times a week. PS 97 also as stated above in #9 targeted students are also receiving services in content areas. Students are receiving ESL methodologies in Science through a trained pedagogue who also holds ESL certification. By the number of students who tested out of ESL on the spring 2013 NYSESLAT and the number of students who showed upward mobility on different levels deems our success.
12. What new programs or improvements will be considered for the upcoming school year?  
Since we are using the Ready Gen Curriculum for the 3<sup>rd</sup> year and new math programs (Go Math K-2 and Envisions 3<sup>rd</sup> -5<sup>th</sup> ), classroom teachers will use the ELL component from the curriculum to reinforce strategies being taught. ENL teacher will use both the push in and pull out models and students in the commanding proficiency level will receive supported instruction in Science with certified ENL teachers .
13. What programs/services for ELLs will be discontinued and why?  
We will not discontinue any programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Parents are informed by the school, via letter, of any after school programs that are available for their children. These programs include Sports and Arts and Title III. Programs being considered for the after school, the Title III program include The Scott Foresman, Reading Street Program.
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.  
ELLs are separated into 6 different groups according to their level. Students are able to use computer programs such as: Raz Kids and Imagine Learning to support their learning. Students will also use the ELL component for Ready Gen in their classrooms with their teachers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The Native language is delivered through the use of glossaries, and also pairing students up.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We carefully review student's results and analyze the data to identify student's areas of growth and review IEP (if available). Classroom teachers work with ENL teacher and SETSS teacher to identify students needs and collaborate how they will address them based on student's age and grade level. We program students to work with and be pulled out according to their proficiency level (not exceeding 2 grade levels) and target the skills and strategies that have been identified during the analysis of data.  
Our teachers collaborate to plan accordingly for ENL students. ensuring that lessons are culturally and linguistically appropriate for all diverse learners. Our school ensures that the academic, linguistic, social, and emotional needs of ELLs are addressed and respected.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Students are paired up with a "buddy" that can assist them throughout the year. We also have books in their Native Language that they can read for enjoyment.
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.)

Ms. Civitano will accompany Ms. Restaino and attend ongoing ELL professional development throughout the year. Ms. Restaino will also receive recommended articles throughout the year, so that she can keep abreast of all ELL updates and changes. We also provided a book study on best ENL practices that meet up and discuss the book throughout the year during some Monday PDs. At the end of the book, the team will share out their learnings with the staff. This book club will be the ENL teacher, Ms. Restaino along with all teachers that have ENL students in their class.

Since we send our staff out to the Field Support Center PDs all teachers that attend a PD will share out their learnings during a Monday PD or on a staff development day. Our PDs vary throughout the year and are planned based on the needs and wants of our teachers. All instructional PD includes differentiation and focuses on SWDs and ENL students.

The following are PDs that the staff will be attending throughout the year:

ELA

    - Tailoring Your ELA Curriculum to Engage and Meet the Needs of All Learners
    - Chatty Cathy Makes a Comeback: Why Students Must Engage in Academic Conversations and How To Do It
    - Said is Dead: Effective Vocabulary Instruction that Works

MATH:

    - Problem Solved! Rich Math that Promote High Levels of Student Thinking
    - The Acquisition and Development of Academic Language through Mathematics Meeting the Needs of All Learners, Including ELLs

SCIENCE:

    - Fresh Off the Press! Navigating and Implementing the NYCDOE's Enhanced Science Scope and Sequence
    - The Science Writer's Notebook: Echoing Leonardo, Darwin, and The Wright Brothers

ENL:

    - Understanding and Impacting the Disproportionality of ELLs Identified as Students with Disabilities
  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?

15% of required of professional development hours, will be dedicated to language acquisition. This will include our book study, with discussions about the book and best practices.
  3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Guidance Counselor will provide pamphlets to parents in their native language, students will visit M.S. 144 for a tour of the school.

Guidance counselors meet with classroom teachers, deans and assistant principals to discuss students' needs
  4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
- As part of the CR Part 154.2 Professional Development requirements, the school will offer professional development by ESL teacher and/or borough ENL support team. She will turnkey the information to the staff to provide teachers who need the mandated 7.5. ESL methodologies are, Bics and Calp, CALLA, Language Experience Approach, etc... The strategies are TPR, Cooperative Learning the use of Graphic organizers, pictures, print, Realia, and the use of hands on to support writing.
- P.S. 97 will identify the monolingual pedagogues that need to complete 7.5 hours and 10 hours for Special Ed pedagogues and take attendance and provide an agenda to total the hours provided. When the hours are completed a certificate will be issued by the certified ESL pedagogue. Teachers must hold on to a copy for their record.

### C. Parental Involvement

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

Our ENL teacher and our mono-lingual teachers that teach ENLs will meet with parents to discuss goals of the program, language development progress, language proficiency assessment results, data from NYSITELL/NYSESLAT and pre and post classroom tests and language development needs in all content areas during Tuesday afternoon, parental communication time.

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.

ENL teacher and classroom teachers will keep a record of the communication on a parent communication log.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement at our school is conducted by teachers, guidance counselor and outside agencies. Some topics that will be addressed this year include nutrition and health, teaching reading and writing to early elementary students, getting to know the ELA and Math state assessments, parenting skills, and math workshops for the home. Planning is ongoing as parents express their needs. We attempt to have translators available during most parent meetings. If necessary, we use interpretation unit for translating important information to parents. ELL parents also attend several trips with the ESL teacher and at times with their children for educational enrichment.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Partnerships with agencies would include Learning Leaders, Cornell University Extension Program Health and Nutrition series and Dial-a Teacher. Workshops would be on all subjects for all ages and can be during the day or evening.

5. How do you evaluate the needs of the parents?

3. Surveys would be sent home to parents asking them to check off what workshops they would like to have at our school. Parents would also call the Parent Coordinator or stop by her office with suggestions or information they would like for her to get for them. If parents do not speak English, she uses the over the phone interpretation unit for assistance.

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

After reviewing the data from the HLIS and identifying the different languages in our school, we plan parental activities accordingly. Parents receive letters in their home language, if the language is not available, we provide a translator. Parents receive a survey to fill out in reference to what activities they would like to engage in during workshops. Our Parent Coordinator, Ana Figueroa then attempts to bring in guests to facilitate certain workshops that our parents are interested in. Translation services are either provided in writing or through a translator when requested.

### 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: PS 97

School DBN: 11X097

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)
Katheleen Bornkamp	Principal		9/11/15
Danielle Civitano	Assistant Principal		9/11/15
Ana Figueroa	Parent Coordinator		9/11/15
AnnaMarie Restaino	ENL/Bilingual Teacher		9/11/15
Patricia Monroy	Parent		9/11/15
Mr. Gonzalez/2 nd grade	Teacher/Subject Area		9/11/15
Ms. De Stefano/science	Teacher/Subject Area		9/11/15
NA	Coach		1/1/01
NA	Coach		1/1/01
Lindsey Padilla	School Counselor		9/11/15
Meisha Ross-Porter	Superintendent		9/11/15
W. Pierre	Borough Field Support Center Staff Member _____ ENL Specialist		9/11/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11X097** School Name: **PS 97**  
Superintendent: **M. Ross-Porter**

### 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](http://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.

All students that are registered at P.S. 97 receive a Home Language Identification Survey (HLIS) which is included in the registration packet, that is given out by the Pupil Accounting Secretary with the assistance of a pedagogue, who conducts registration. At that time all efforts are made to accommodate parents to fill out the HLIS. Our school makes an effort to provide an interpreter for parents depending on their home language. In other instances there are staff who will assist the parents, for example, a certified Chinese pedagogue, will interpret and also help to reduce frustration for parents and to help them understand and complete all information on the HLIS. The certified ESL pedagogue reviews the survey to determine if a formal Language Assessment Battery Revised (LAB) should be administered based on the HLIS. An informal interview will be given to a possible ELL through a series of questions, to determine if the student needs a formal assessment. If the student does not need the assessment, it is coded NO. If the student does need a formal assessment, then the NYSITELL is conducted by a Certified ESL pedagogue within 10 days of the student enrollment. A certified Spanish pedagogue administers the Spanish LAB in the Native language for a Spanish Student. As a result of these assessments the students enter the ESL Program and are placed based on the level achieved in the assessment. The combination of the HLIS and NYSITELL test as well as the LAB assessment (if necessary) are used to determine the eligibility of placement in our free standing ESL Program. We use the the following reports to determine parents' preferred language choice: RELC, RHLA, RAPL, and UPPG reports, along with the HLIS and emergency blue card to assess the language preference of our parents. We also use the preferred language choice parents would like during the orientation and what they fill out on our parent surveys that are given out periodically throughout the year.

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.

Preferred language for both written and oral communication is English. Other languages that are spoken within our school community are Spanish, Urdu, Albanian, Arabic, Chinese, French, Korean, and Vietnamese.

## **Part B: Creating a Communications Calendar**

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

Parent memos, school calendar, monthly newsletter, forms, New York State testing data and emergency blue cards, We plan to use the translation and interpretation link to translate our school documents (pending availability)

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.

Back to School Night  
Parent Teacher Conference  
Tuesday Afternoon parental communication time  
IEP meetings  
Behavior meetings  
Parent teacher association meetings

## **Part C: Providing Language Assistance Services**

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

Our parent coordinator and business manager have the translation unit's information and will contact the unit in advance to make sure that we have translators when necessary. We will offer the assistance of translation via, the translation and interpretation unit, parents, and will tap into community based organizations to assist us in providing all needed translations both orally and written.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will use the data received in the RHLA report from ATS and will provide over the phone interpreters as well as using parents and others in the community.

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

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

All staff members will receive a memo with all pertinent information to locate and use translation. It will also be discussed during our professional development time on Mondays

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

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

##### Checklist of Notification Requirements

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

These posters will be downloaded from the DOE website [https://intranet.nycboe.net/schoolsupport/translation\\_and\\_interpretationunit](https://intranet.nycboe.net/schoolsupport/translation_and_interpretationunit) in all the languages to accommodate all families in our school community. Our parent coordinator, Ana Figueroa will assist in obtaining and posting all information on Translation and Interpretation Unit.

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

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

We will provide parents with a school survey to identify our strengths and areas for growth in reference to our availability of services. Also, our parent coordinator will be available daily to speak with parents. Every month we hold our PTA meeting, which includes STAR student of the month, this enhances our parental attendance. During the meeting, we invite parents to share any thoughts or concerns that they have or would like addressed.