

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X103

School Name:

P.S. 103 HECTOR FONTANEZ

Principal:

FARID REYES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Hector Fontanez School School Number (DBN): 11X103
Grades Served: k-5
School Address: 4125 Carpenter Avenue
Phone Number: 718 655 0261 Fax: 718 654 7930
School Contact Person: Farid Reyes Email Address: Freyes2@schools.nyc.gov
Principal: Farid Reyes
UFT Chapter Leader: Craig Parise
Parents' Association President: Nadia Griffith Allen
SLT Chairperson: Nadia Griffith Allen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 2750 Throop Avenue Bronx, NY 10469
Superintendent's Email Address: MLopez9@schools.nyc.gov
Phone Number: (718) 519-2620 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: 1230 Zerega Avenue Bronx, NY
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Farid Reyes	*Principal or Designee	
Craig Parise	*UFT Chapter Leader or Designee	
Nadia Griffith Allen	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Martha DeCaille	Parent	
Bertha DeCaille	Parent	
Joslyn Alexander	Parent	
Mariette Morrissey	Parent	
Erin Dietz	Teacher	
Philomina Nortey	AP	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Hector Fontanez School provides a rigorous and nurturing education to 1195 students of diverse backgrounds and educational experiences. We work constantly to ensure that students become passionate and enthusiastic learners while acquiring the knowledge and skills necessary to participate in our global society. We provide our students with a very strong arts program that includes Education Through Music and visual arts. We believe that by analyzing informal and formal data we can plan instruction that aims to support students' strengths and needs. We have and will continue working to ensure that our ELL and Special Education population receive the support needed so they can succeed.

This year we worked to ensure a rigorous instruction across the grades. It was evident that more work around analyzing data and monitoring progress throughout the year was necessary. Based on teacher observation reports and Quality Review feedback, many of our teachers were working hard at following curriculum maps, but still needed more focused attention on differentiating instruction based on the current needs of the students. Our teachers asked for assistance in understanding the data, as well as how to use it for their instruction. Making most use of our Monday Professional Learning times, we scheduled for our Data Specialist to cycle meetings with each grade every Monday on specific data using a "Here's What? So What? Now What?" Data discussion protocol. This protocol allows our Data Specialist to walk each grade through that process. It is not only training our teachers on how to use data to inform instruction, but also giving them a common time to realize what they need to adjust in the curriculum based on the data. "Here's What?" gives them time to look at the data and list some points that they see. "So What?" is when they think about what this means for them and their class. "Now What?" is what we discuss as next steps as a grade and for individual teachers.

In addition to this work, we wanted to build a common understanding around what is good "pedagogy." The instructional team (Administrators and Coaches) facilitated a school-wide professional learning time where teachers were mixed with teachers and paraprofessionals from various grades and specials to jigsaw ideas on what were the best teaching practices in regards to the following five categories: (1) Engaging Students in Learning (2) Using Assessment in Instruction (3) Use of Resources (4) Using Questioning and Discussion Techniques (5) Creating an Environment of Respect and Rapport. Teachers worked in small groups and made charts listing best practices. The teachers and paraprofessionals were provided with tools to assist them, such as The DOK Wheel and Danielson's Framework. The instructional team collected the charts and consolidated the information to create a school wide "Pedagogy Checklist." This checklist now serves as an additional tool for teachers as they plan and deliver instruction.

P.S.103 will continue to increase academic rigor, collaboration among teachers, and parental engagement, as well as providing students the emotional and social support needed for them to succeed in a very demanding educational world.

11X103 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1152	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	82.2%	% Attendance Rate		90.0%
% Free Lunch	84.5%	% Reduced Lunch		4.5%
% Limited English Proficient	17.7%	% Students with Disabilities		18.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	3.3%	% Black or African American		54.2%
% Hispanic or Latino	38.1%	% Asian or Native Hawaiian/Pacific Islander		2.7%
% White	1.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.42	# of Assistant Principals (2014-15)		3
# 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)		2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		8.46
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.8%	Mathematics Performance at levels 3 & 4		16.1%
Science Performance at levels 3 & 4 (4th Grade)	75.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

After conducting a comprehensive assessment of our school by analyzing the 2 visits from the Superintendent, teacher observations, and the performance by our students we concluded that:

Strengths:

- a. Teachers are analyzing formal and informal assessments to inform their practice and to revise curriculum maps based on identified students’ strengths and needs.
- b. Teachers are implementing and incorporating professional development sessions that have been planned based on identified parents through observations and teacher surveys.
- c. Students’ reading fluency and comprehension need to be addressed systematically in order to increase students’ performance across the content areas.

Needs:

- a. Teachers need to increase academic rigor by planning questions either verbally or through tasks to enhance students’ opportunity to develop Higher Order Thinking Skills.

Teachers need to become experts in using reading, math, science, and social studies formal and informal assessments to plan for differentiation.

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 70 percent of our students in grades 1-5 will increase their reading fluency and comprehension as measured by the end of the year F&P corresponding levels

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
. SuperKids A Core Program for Beginning Readers k-2 . Preventing Academic Failure (PAF) Special Education . Questioning and Discussion Techniques . Guided Reading Summer PD program . Atlas Rubicon- Curriculum Mapping	. Students . Teachers	.August 2015- to June 2016	. In and Out school facilitators. .Teachers .Administrators
.Professional development for teachers on best teaching practices addressing the education of ELLs and Special Education students.	. Students . Teachers	.August 2015- to June 2016	. In and Out school facilitators. .Teachers .Administrators
Parents will be invited to participate in workshops addressing reading issues and how they can support children at home. Reading teachers and Media Center Teacher will plan and facilitate these workshops.	Parents	September 2015 to June 2016	.Reading Teachers .Media Center Teacher .Administration

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.
-Professional Development _Instructional Programs _Per session allocation

-3 reading teachers

-F-Status Reading Teacher

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

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

Part 5 – Progress Monitoring

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

September, January, March, and June benchmarks will help us to monitor progress towards achieving the 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 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.

After conducting an assessment on how we have made progress in creating a supportive environment for our school community, we realized that dean’s office in collaboration with the school guidance and the implementation of the PBIS program had provided students, teachers, and parent guidelines and protocols to maximize the instructional time. However, we feel that our school community needs an extra support to build healthy and positive relations among stake holders, and therefore, we needed to facilitate an emotional and social program that meets the needs of everyone involved.

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 the end of June 2016, 100 percent of our students will be active participants of an emotional and social program (PATHS) to address their social and emotional challenges and to ensure that their education addresses all aspects.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
.Teachers and support personnel will be trained on how to effectively facilitate the PATHS program.	Teachers and support personnel	September 2015 to June 2016	.Teachers .Administrators

. Teachers will schedule time during school hours to facilitate the lessons included in the program.			
.All students including ELLs and Special Education will be part of this program.			
.Letters and other information pertinent to the program will be sent home in English and Spanish.			

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>November 2015, February and May 2016, will be the time when SLT, Dean’s office, and administrators will discuss our progress towards achieving the goal.</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 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.

PS 103 has always been a collaborative working environment as evidenced by our Quality Review, Peer Review, Learning Environment Surveys and PPO reports. Through feedback provided by our school's Professional Learning Committee, it was decided that we focus on ELA & Math Vertical Planning teams.

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, 100% of teachers will participate in collaborative practices including professional learning, curriculum planning and sharing best practices.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Learning committee will plan professional development cycles for the entire school staff.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Professional Learning committee, administration</p>
<p>Math & ELA Vertical Committees will direct professional inquiry and collaboration amongst teachers.</p>	<p>Teachers</p>	<p>September June</p>	<p>Professional Learning committee, administration</p>
<p>ICT teams and ELL teacher will meet regularly with administration to strengthen team teaching models and individualized instruction.</p>	<p>ICT Teacher, ELL Teachers</p>	<p>September June</p>	<p>Coaches, Administration</p>

ICT teams and ELL teacher will meet regularly with administration to strengthen team teaching models and individualized instruction.	Teachers, Parents	September June	Grade Team Leaders, Coaches, Administration
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Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
September, January, March, and June benchmarks will help us to monitor progress towards achieving the goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

Our school’s instructional focus is on academic rigor. We use units of study in ELA, the Teacher’s College units of studies, and the infusion of Close Reading components to provide students with the instructional shifts with regard to reading on grade level. Teachers use informal and formal data to plan and facilitate challenging instruction that meets the needs of every student in their class. All rigorous lessons are inclusive of differentiated opportunities to support student learning. Our school uses the Go Math curriculum and infuses math exemplars into the curriculum to push the rigor in mathematics. Based on the data, administrators and staff review and make adjustments to the curriculum when needed. Our Data Specialist hosts data meetings and supports staff on analyzing and using data to further meet the needs of students.

When analyzing our school data in reading and math at the end of 2014-2015, it was evident that more work around analyzing data and monitoring progress throughout the year was necessary. Based on teacher observations, reports and staff feedback, many of our teachers are working hard at following curriculum maps, but still need additional focused attention on differentiating instruction based on the current needs of the students.

The Professional Learning Committee (PLC) was created to provide staff an opportunity to build their own capacity to be teacher leaders. The PLC is comprised of Administrators, the Union Chapter Leader, Coaches, 1 reading specialist, 1 Cluster teacher, 1 Paraprofessional, 1 ELL teacher, 1 Special Education teacher, and 6 General Education Teachers to represent the whole school community.

Part 2 – Annual Goal

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

From September 2015-June 2016, 100 % of our teachers will use informal and formal data to plan and facilitate challenging instruction that meets the needs of every student in their class. All rigorous lessons will be inclusive of differentiated opportunities to support student learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>On -going observations cycles using the Danielson Framework and weekly data talks with individual teachers, will allow the Principal and Assistant Principals the opportunity to provide effective feedback actionable and obtainable next steps to support teachers in their instructional practices as they support their students in meeting Common Core grade standards in ELA, Math.</p>	<p>Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal</p>
<p>In ELA, the Teacher’s College units of studies, and the infusion of Close Reading components will provide students with the instructional shifts with regard to reading on grade level. The revised Social Studies and Science curriculum maps will incorporate teaching points that address key literacy skills, domain-specific vocabulary, as well as access to knowledge relevant to the grade-level.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers</p>
<p>In addition to using the Go Math curriculum and math exemplars, teachers will ensure that center based lesson task and activities are differentiated, have multiple entry points. And driven by teachers’ analysis of data</p>	<p>Classroom teachers, math cluster teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, classroom and math cluster teachers Teachers, Principal, Assistant Principals</p>
<p>Students will use rubrics, and participate in feedback sessions with teachers with actionable and specific next steps. This will support students in knowing their goals and effectively articulating their next steps in order to produce finished products that meet the Common Core Learning Standards appropriate for the grade.</p> <p>The PLC will meet regularly to create the Professional Learning Plan for each month as well as to identify a focus for each month. The PLC will take into account our instructional focus and the most immediate needs of our school to guide them to effectively plan.</p> <p>Classroom teachers, clusters and support service providers will use the school wide “Pedagogy Checklist”, created by</p>	<p>Students Professional Learning Committee(PLC Classroom teachers, cluster teachers, support service providers</p>	<p>September 2015-June 2016</p>	<p>PLC Facilitator, Administration</p>

administration and staff as an additional tool to plan and deliver instruction. To build a common understanding around what is good “pedagogy.” The following five categories will be addressed: (1) Engaging Students in Learning (2) Using Assessment in Instruction (3) Use of Resources (4) Using Questioning and Discussion Techniques (5) Creating an Environment of Respect and Rapport

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Part 4 – Budget and Resource Alignment

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

Per session, professional development resources including book and PD

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

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

Part 5 – Progress Monitoring

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

November-March-June

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

During the 2014-2015 school year, we will increase parental involvement by an average of 20 parents per event (during or after school hours) as measured by implementing Parent Workshops in response to Parent Interest Surveys and sign-in sheets from each activity.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will write a letter introducing themselves and ask for phone numbers and email address • Email addresses will be compiled to be used by teacher, PTA and Parent Coordinator 	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers, Parent Engagement Committee, PTA, Parent Coordinator</p>

<ul style="list-style-type: none"> • Monthly contact to begin the 3rd week of September • Distribution of Parent Handbook • Target group All grades • Contact will be initiated through school programs, PTA meetings and events 			

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.											
Parent Engagement Committee, teachers, Parent Coordinator, and PTA											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reading assessment-F&P benchmarks. Students that are identified as in need of small instruction will participate.	.Guided Reading Fountas and Pinnell Leveled Literacy System .Comprehension Strategy Intervention using the resources from ReadWorks. Org	Small Group Instruction	During school hours, library book time
Mathematics	Rti framework and and GoMath resources Reflex computerized Program	Small group and targeted instruction	Small and targeted instruction	During school hours, early and afternoon programs
Science	As part of the intervention, content-based reading is being used with 3 rd , 4 th , and 5 th grade through nonfiction units in reading and writing. Nonfiction leveled libraries in the classroom enhance students' opportunities to practice reading and writing skills.	Interactive read aloud sessions	Small group instruction.	During school hours
Social Studies	As part of the intervention, content-based reading is being used with 3 rd , 4 th , and 5 th grade through	Interactive read aloud sessions	Small group instruction	During school hours

	<p>nonfiction units in reading and writing.</p> <p>Nonfiction leveled libraries in the classroom enhance students' opportunities to practice reading and writing skills.</p>			
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance counselors provide small and one-to-one emotional support to students through interactive communication including games.</p> <p>PBIS and PATHS emotion and social development resources will be facilitated across grades.</p>	<p>Sessions mandated and at risk</p> <p>Whole class lessons</p>	<p>One-to- one conferences</p> <p>Small group</p> <p>Whole class</p>	<p>During school hours</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>. Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers for our school.</p> <p>. Our pupil personnel secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.</p> <p>. Peer Mentors and Coaches will continue to be assigned to support new and struggling teachers.</p> <p>. Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.</p> <p>. We will continue to support the teachers in their ongoing education which lead to the completion of a license/tenure making them highly qualified teachers.</p> <p>. We will provide professional development opportunities for newly hired teachers to enhance their professional growth.</p>

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 and administrators will work together to decide, design, and facilitate professional development opportunities to enhance teachers' practice and to ensure students' success.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	898,175.00		
Title II, Part A	Federal	229,244.00		
Title III, Part A	Federal	23,960.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,950,236.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: 103	DBN: 11X103
Name/Phone/Email Address of Contact Person: Liza Mojica/718-655-0261/lmojica@schools.nyc.gov	
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: 70	
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: 7	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here: We would like to offer a Saturday Academy for our ELL students that would reinforce reading and writing skills. Students would be grouped according to academic needs and not necessarily by grade level so that we may meet students where they are at academically. We would like to have the program begin in January and end in April. The time frame would be from 9-12. During some of the sessions we would also provide students with additional support for the NYSESLAT assessment. The language of instruction would be English but Spanish can also be used to scaffold learning for those students that need the Spanish support. We currently have seven ESL certified teachers that are interested in working the Saturday Academy. We are currently exploring the material we would utilize for the program but are leaning towards On Our Way to English as well as using the ELL component of GoMath! and NYSESLAT test prep books.	
Part C: Professional Development	
Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include: <ul style="list-style-type: none"> • Rationale • Teachers to receive training • Schedule and duration • Topics to be covered • Name of provider 	
Begin description here: We are currently exploring having Ms. Rosa Delgado an ENL consultant come in to the school and provide our ENL teachers as well as other teachers that work with this population refresher	

courses for SIOP model. We are also exploring professional books focusing on teaching ENL students to begin a book club where we would discuss the book and ideas derived from it. The teachers that would receive the training would be all teachers that instruct ENL students as well as other teachers in the building that work with this population. We would like to provide the workshops for at least six all day sessions beginning in January. The topic would be SIOP and the provider would be Ms. Rosa Delgado.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here: : Our school has a close relationship with our community library which offers ESL classes to adults in the community. We would reach out to them and ask them if they would be able to offer our parents workshops/PD to assist them in learning the English language, which is a concern parents have expressed in the past and hindering them in helping their children at home with homework. We will strive to have these sessions during the regular school day. The number of sessions, days and times for the PDs are to be determined with the librarian (we would like 2-3 all day sessions). We would also reach out to Rosa Delgado, a consultant that we had hired in previous years to provide our parents with at least one workshop focusing on how they can best support their children academically at home. The schedule and duration would depend on the library and Ms. Delgado’s availability. Parents would be notified of workshops via flyers and phone calls.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ _____

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

Part D: Parental Engagement Activities		
– clearly listed		
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 103
School Name The Hector Fontanez School		

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 Farid Reyes	Assistant Principal Liza Mojica
Coach Julie Asari	Coach Roseanne Arianna
ENL (English as a New Language)/Bilingual Teacher Ana Merced	School Counselor Kathleen Murphy
Teacher/Subject Area Nancy Caban/ESL	Parent Robert Toro
Teacher/Subject Area Patricia McGovern/Math	Parent Coordinator Marilyn Wimbush
Related-Service Provider Yvette Andrade	Borough Field Support Center Staff Member Kristy DeLaCruz
Superintendent Meisha Ross-Porter	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	7
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	6
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	6	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1163	Total number of ELLs	205	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	205	Newcomers (ELLs receiving service 0-3 years)	177	ELL Students with Disabilities	25
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	28	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	57	0	6	12	0	8	0	0	0	0
DL										0
ENL	120	0	13	16	0	12	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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 _____	22	16	0	16	0	15								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	44	27	18	28	23	26								0
Chinese		1	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	1								0
Urdu	0	0	0	0	0	0								0
Arabic	4	3	2	0	2	1								0
Haitian	0	0	0	0	0	0								0
French	0	2	0	2	1	1								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	1	0	0	0	0	0								0
Other	5	3	4	3	1	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	14	7	3	2	10	8								0
Emerging (Low Intermediate)	12	12	6	3	8	8								0
Transitioning (High Intermediate)	11	5	5	2	6	5								0
Expanding (Advanced)	17	14	13	24	2	7								0
Commanding (Proficient)	7	2	5	2	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	5	1	0	0
4	19	7	0	0	0
5	12	7	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	12		8		1		0		0
4	23		3		1		0		0
5	10		6		4		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		10		12		0		0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	9	9	9	3				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 103 assesses early literacy skills for ELLs using Fountas and Pinnell, TCRWP concepts of print and teacher daily observations. During guided reading teachers listen to students read, confer with them and give them literacy goals according to their observations. Teachers also utilize the Foundations program to assess student's knowledge of reading and writing. With the data gathered, teachers have a starting point for each student and can differentiate instruction (small groups) according to individual needs (i.e. letter recognition, letter sounds, sight wordst etc.). The insight we got from theses assessments is that many of our ELL students are struggling in reading across all grades. In the lower grades many of our students are having difficulty with letter recognition and their sounds.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 On the NYSITELL incoming kindergarten students are able to point and identify pictures. When listening to a story and having to answer and point to pictures some students are experiencing difficulty. In the speaking portion, many students respond to the questions but are not using standard English which brings their score point down. Students are using phrases instead of complete sentences for the storytelling portion of the speaking.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Information about AMAO is used to have a clear focus on the progress toward reaching proficiency of our ELLs as well as guiding us on effective instruction and interventions for this subgroup. The data reveals that our ELLs are not making the same amount of progress in ELA and math as our gen ed population. Several factors are analyzed: Home Language, grade level, years of ELL service, NYSESLAT, Sife, attendance, age holdover status etc. The AMAO tool helps us see how our ELLs are fairing in their English proficiency and therefore group students accoringly.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our ELLs across all grades are performing at lower levels in math and ELA compared to their peers in general education classrooms. Periodic assessments are used to target instruction to meet the needs of all the students. Students are grouped according to abilities allowing teachers to hone in on specific strategies needed. School leadership uses data to implement programs that may help in closing the achievement gap. Such programs such as Lexia, Achieve 3000 and Rosetta Stone have been used for our ELLs to help reinforce academic concepts. This year, again, we will purchase Lexia for our neediest ELLs. Home language that is used in our bilingual classrooms is Spanish. Teachers in these classrooms speak in both English and Spanish to help students understand the content. In all ESL and Bilingual classrooms, teachers use visuals, technology and music to help students become more successful academically.

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](#).] All ELLs that score below specified levels of performance on the annual English language proficiency assessment receive RtI/AIS services by the classroom teacher in small groups and/or our ENL certified teacher in a push/pull out model. Reading teachers also provide some ELLs with additional support with reading. Assessments used and utilized to provide ELLs with RTI are Fountas and Pinell as well as NYSELAT scores. Reading teachers received NYSELAT scores for the ELLs they instruct and they assess reading abilities using F&P assessments.
6. How do you make sure that a student's new language development is considered in instructional decisions?
In order to ensure that a child's second language is developed ENL and bilingual teachers meet on a monthly basis to discuss/share ideas of what is working with their ELLs in their classrooms. Teachers also utilize SIOP strategies in their everyday lessons.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We track (via SAMS sheets) the success of our programs for ELLs by periodically analyzing their academic progress. According to the information we see, we decide what programs to use for our after-school program and classroom instruction. If sufficient progress is not made by our ELLs, then we research other materials that have worked for ELLs at other schools and try to implement some of them.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The identification process of ELLs at PS 103 begins at the registration of students. The pupil accounting secretary hands a Home Language Survey to each parent and Ms. Caban, our ESL teacher assists parents with its completion. Once it is completed, Ms. Nancy Caban interviews each parent and child to determine the child's home language. If the child is entitled to be tested, then she administers the NYSITELL. The Spanish LAB is administered to newly identified ELLs whose home language is Spanish. PS 103 will reach out to the DOE's Translation and Interpretation Unit for assistance for parents who need information stated to them in their preferred language. Ms. Caban assists Spanish speaking parents with the process since she is fluent in the language. Once Ms. Caban scores the assessment and identifies the recommended program type-ESL or TBE then the student is placed in the appropriate classroom setting. This process is completed within the allotted ten days of school.
- 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).
Determining a SIFE status would begin with the completion of the Home Language Identification Survey which would indicate prior schooling. Ms. Caban will go through the same process for identifying ELLs beginning with the determination of the Home Language. If there are indications within the process that there has been interruption or inconsistency with formal schooling, she would then go through the SIFE Identification Process: 1. Administer the oral interview questionnaire and for students with a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) will be administered. Once this process has been completed, an initial SIFE status will be indicated in the DOE's data collection systems no later than 30 days from the initial enrollment.
- 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).

NYSITELL eligibility for newly enrolled students with IEPs must be determined by the Language Proficiency Team. The team will be composed of one administrator (Ms. Mojica), a certified teacher or related service provider with a bilingual extension (Ms. Glasgow and Ms. Caban) the administrator in charge of special education (Ms. Northey) at the school and the student's parent. If interpretation is needed then we will ask Ms. Wimbush our Parent Coordinator to contact the INterpretation and Translation Unit to assist us with providing the parent information in the required language (in person or via phone conference). The parent is informed of the timeline to accept or reject the LPT recommendation (20 days). Once the parent accepts the recommendation then the student is placed immediately in the agreed placement.

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.

PS 103 ensures that parents receive entitlement letters (in their preferred language) by distributing them to the teachers, who in turn hand deliver them to parents. For those students that go on the school bus or walk home, we give letters to the students and ask them to give them to their parents and return them signed. If letters are not returned, we send them again to parents and ask teachers to communicate the importance of the letters to parents. After several attempts, if letters are not returned, our ESL teacher, Ms. Nancy Caban makes calls to the home reminding parents of the importance of the letter. She also explains that if letters are not returned, their children will be placed in TBE classes by default as per CR Part 154. Ms. Nancy Caban also provides several Parent Orientations throughout the school year where she informs parents of their rights, including the appeal process within 45 days. All copies of letters are filed and maintained by Ms. Caban in her room B10.

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 will be informed that they have the right to appeal ELL status within the allotted 45 days after enrollment during the parent orientation at the beginning of the school year and via letter and telephone call thereafter by the principal or his designee.

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.

Early in the school year a parent orientation session is organized to inform parents of programs available for their children. Parents receive letters informing them of the meeting in English, Spanish and other languages. They also receive a phone call prior to the orientation to remind them of the meeting. At the orientation, which is conducted by Ms. Caban our ENL teacher and our Parent Coordinator, Ms. Marilyn Wimbush, parents view the Parent Connection DVD in different languages of program choices available to their children which provides intricate/explicit information about each program option. Moreover, parents listen to the ESL teacher speak in English and Spanish about the different programs in sequence (TBE, Dual Language & ENL) offered by the NYC Department of Education and their benefits. The presentation is followed by a discussion which facilitates parents' understanding of the Bilingual and ENL programs; an opportunity is available to address concerns and questions. The ENL staff then assists the parents in completing the parent selection form and the entitlement letter to ensure proper placement for each student. Parents are then given the Program Selection Surveys and translators are available to assist them with the completion of Program Selection Surveys. If parents select Dual Language programs, we explain to them we do not offer it at that time and offer them information of schools that do offer it. Parents of newly enrolled students (that come in during the school year) are welcome to attend other parent orientation sessions throughout the year, in which they view the DVD about the three programs, and are also assisted in completing program selection surveys. Our school strives to inform parents in as many languages as needed, therefore, if we do not have the Parent Connection DVD in languages spoken by some parents we will contact the Translation Unit to obtain it in other languages. We are also distributing Program Selection surveys and Continuation of Services letters in parent's native languages. At the parent orientation parents are also given a language survey to indicate their preferred language of communication.

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

During our parent orientation in September we try to assist as many parents as possible with completing the Parent Survey and Program Selection forms. For those that take the surveys and forms home, Ms. Caban follows up with them with a letter home as well as a telephone call reminding them of the importance of returning these documents to school in a timely manner.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Ms. Caban has a check off list and she keeps track of parents that return/do not return the forms. For those that do not return them she sends a letter home and follows up with a telephone call. She also waits for parents at dismissal time to remind them of the forms in person.

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

3. PS 103 ensures that parents receive placement notification letters by distributing them to classroom teachers, who in turn hand deliver them to parents. For those students that go on the school bus or walk home, we give letters to the students and ask them to give them to their parents and return them signed. If letters are not returned, we send them again to parents and ask teachers to

communicate the importance of the letters to parents. After several attempts, if letters are not returned, our ENL teacher, Ms. Nancy Caban makes calls to the home reminding parents of the importance of the letter. She also explains that if letters are not returned, their children will be placed in TBE classes by default as per CR Part 154.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
PS 103 retains all ELL documentation (original and copies) for every student in locked file cabinets in Ms. Caban's office room B10. Currently, she is the only person that has access to this information.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Our testing coordinator, Ms. Fornabaio sets up a schedule based on the NYSESLAT testing window. The speaking portion begins in April and bilingual and ESL teachers test each others students. The listening and reading/writing theme based tests are administered on three consecutive days in May by classroom teachers with proctors. The proctors transcribe the information onto grids. Ms. Fornabaio then collects the assessments. Students absent are tested the following week.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We ensure that continued entitlement and transisitional support parent notification letters are distributed to parents during our parent orientation session in September to those parents who attend. For all others, letters are sent home followed by a telephone call from Ms. Caban.
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 analyzing the data from past years, we noticed that more parents are choosing ENL classes over Transitional Bilingual classes. We currently are able to provide program choices that parents are interested in their children to participate in ENL and TBE). We are seeking funding through a grant to open a pilot dual language program in first grade.

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.
At PS 103 we have free standing ENL classrooms with mixed proficiencly levels taught by ENL certified teachers. Entering students are grouped together and receive ENL, and math instruction. Those students also receive additional instruction using the Lexia program. Reading teachers also provide some of our ELLs with additional reading instruction based on their needs. Science and Social Studies are taught in HLA in our TBE classrooms.
 - b. TBE program. *If applicable.*
We have stand alone TBE classes with mixed proficiency levels.
 - c. DL program. *If applicable.*
Not applicable
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)?
ENL stand alone entering-will receive 180 minutes (4 periods) units of study. Emerging stand alone-90 minutes (2 periods) units of study. In bilingual classrooms we start kindergarten students with 60/40 ratio and in January we 70/30 ratio. In first grade students will get 80/20 ratio. In the upper grades there is a 90/10 ratio.
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.

Content areas are delivered in English in ENL classes and in Spanish & English in bilingual classes. Classroom teachers also use the On our Way to English program to reinforce needed literacy skills. Teachers also differentiate instruction according to the different levels (Entering, Emerging, Transitioning, Expanding and Commanding) in classes. Teachers use Lexia a technology program purchased for our ELL population that focuses on literacy skills and provides NLA support by giving instruction in Spanish if needed. Teachers also group students according to levels-beginning, intermediate and advanced to provide small group instruction according to student needs. AIS support is also provided to ELLs by certified reading teachers. Classrooms are also equipped with books in native language and teachers have a buddy system where they reach out to peers/staff that speak other languages to assist students more effectively.

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

We currently use the El Sol program to assess students in our TBE class and the new admits receive the Spanish Lab.

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

Our upper grade students (grades 3-5) are assessed using the Periodic Interim Assessments as well checklists for math, conference notes, F&P (like the lower grades) that assess all four modalities. Students are informally assessed daily through questioning, conferring and unit tests.

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

The two SIFE students we have will be pulled out for services by Ms. Caban, our ESL teacher in addition to instruction by the classroom teachers (both bilingual). Ms. Caban will also pull out the newcomers for services. Former ELLs will remain in stand alone ESL or bilingual classes for two years. Ms. Caban will differentiate activities that reinforce what classroom teachers are doing (i.e. 5th graders are reading and writing fanasy books/stories and Ms. Caban will focus on the same area however, the activiteis will de differentiated). Differentiation takes place in classrooms on a daily basis (i.e. buddy lower students with higher students, pair up students who speak the same language to help one another, grouping of students according to academic levels and needs, Lexia a computer program for ELLs who do not know their letters and or sounds).

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.

Ms. Caban is our assigned qualified trained staff to manage the initial and re-indentification process. If a student is not identified as a student who has to be administered the NYSITELL and 30 school calendar days pass a re-identification has to be done for that student. A team of 3 staff members will re-evaluate the students and determine if the child should take the NYSITELL or should have not taken it. The team completes the Language Proficiency Team NYSITELL Determination form. According to what is determined next steps such as placement take place. Academic progress is ensured for these students through informal and formal assessments (conferences, checklists, RR etc.).

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?

SLOP strategies are used within daily lessons. We currently use Rigby On our Way to English and our math program GoMath! has an ELL component that teachers utilize in the classrooms. Teachers us many different applications on the iPad as well as other technological resources such as Imagine Learning.

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?

ELLs with IEPs are serviced by certified special education teachers in self-contained or ICT classes in addition to Ms. Caban push-in/out to give them additional support with ENL. Ms. Caban along with classroom teachers look at student goals and work together to teach to help students reach goals on their IEPs. We provide opportunities for these students to socilize and engage with non-disabled peers during gym, lunch recess and in ICT classes with their gen ed peers within the classroom.

Chart

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

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

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

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



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

Chart

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

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

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

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

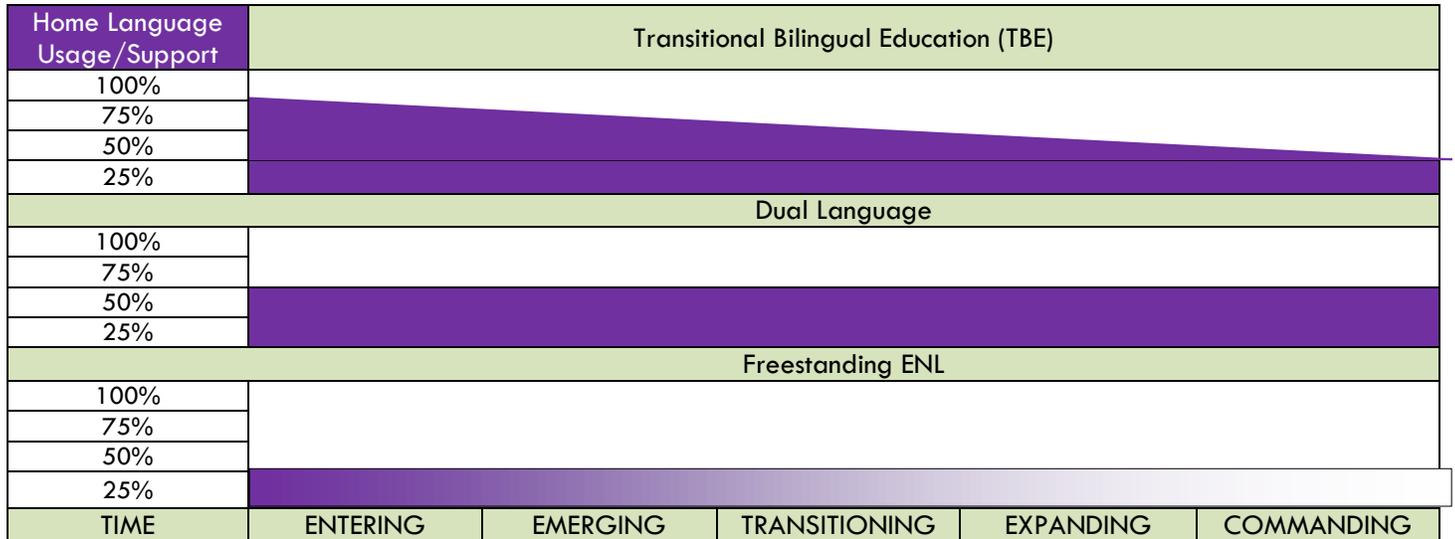


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
ELLs were invited to our after-school program focusing on ESL/Bilingual instructional strategies. Saturday school supported students with ELA and math strategies. The 3 reading teachers are working with several groups of ELLs providing them with additional support in reading. Math clusters use Exemplars and RTI activities to help students with math strategies. Some of our ELLs also receive SETTS support from our 2 IEP teachers. Program used on Saturdays was Readworks focusing on comprehension, main idea etc.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Programs used for our ELLs: GoMath!, National Geographic for science, Units of study for SS and Teacher's College for ELA. Assessments for math-Chapter tests, ELA-F&P, RR and conferring. Informal data is reviewed on a daily basis to guide planning and instruction. Teachers are informed before the end of the school year what their assignments will be whether they will be teachers of ELLs, bilingual, SE or Gen Ed.
12. What new programs or improvements will be considered for the upcoming school year?
We are currently looking into offering ESL classes for parents to help them support their children at home. We are also seeking grant monies to open a pilot dual language program in grade 1.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are invited to our after school and Saturday school programs. They also participate in the band, chorus and any other after-school or before-school activities just as all other students.
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.
We use Imagine Learning, Rigby-On our way to English, Lexia, Rosetta Stone. These technology programs used during the school day and possibly during after-school programs address phonemic awareness and reading. Struggling students will participate in Lexia to help them letter recognition, sounds, colors, and numbers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In TBE classrooms, teachers teach social studies and science in Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Resources used are differentiated by student needs and abilities. Classroom teachers, speech teachers, IEP teachers, cluster teachers and counselor use visuals, technology, and music to teach groups of students. Students are grouped according to age levels, grades and cognitive needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We invite parents to a parent orientation in June for new students, an open house session in September and workshops are offered throughout the school year for parents.
19. What language electives are offered to ELLs?
None
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.)
We send teachers out periodically to participate in workshops offered by the Office of English Language Learners, we will have a consultant, Mr. Tony Stead come in and work specifically with our teachers of ELLs in writing as well as with other staff members. We will also offer in-house professional development for teachers. Teachers of ELLs will also meet once a month and receive in-house professional development according to what they feel they need support with.
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?
We send teachers out periodically to participate in workshops offered by the Office of English Language Learners, we will have a consultant, Mr. Tony Stead come in and work specifically with our teachers of ELLs in writing. We will also offer in-house professional development for teachers. On Mondays we will offer the following workshops which are Common Core aligned: Analyzing NYS ELA Data using protocol, F&P Comprehension question norming, Running records, Centers, MOSL norming/scoring, creating social studies projects.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We have departmental teaching in fifth grade to acclimate students to changes they will face in middle school. Ms. Murphy, our guidance counselor assists parents and students with middle school selections and application process.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
We send teachers out periodically to participate in workshops offered by the Office of English Language Learners, we will have a consultant, Mr. Tony Stead come in and work specifically with our teachers of ELLs in writing. We will also offer in-house professional development for teachers. Teachers are asked to bring back agendas of workshops attended. Some of our teachers will be attending a workshop on grant writing for ELLs.

C. Parental Involvement

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

We offer several workshops and meetings throughout the school year to inform parents of strategies to help their children at home as well as NYSESLAT information . If translation is needed we reach out to staff members fluent in the particular language or reach out to the NYC DOB Translation and Interpretation Unit for assistance.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our school librarian has developed a partnership with our local librarian and a Barnes and Noble librarian and they both have come to the school and provided our ELL parents with various workshops. Ms. Ramos, our school librarian applied for and received Libraries build Learners grant and utilized funds awarded to provide workshops and hands on activities to our parents of ELLs. Our Parent Coordinator, Ms. Marilyn Wimbush offers parents workshops throughout the school year. She also assists with the ELL Parent Orientations we offer. Activities offered at our school are: Baking with the Board, Family Nights where parents are involved in different activities with their children, Family Day Trips on Saturdays and Meet and Greet sessions. We have several staff members that are fluent in several languages and we tap into them to help us communicate with parents. Our Parent Coordinator also call the Translation and Interpretation Unit for parents who speak other languages than the ones staff members speak.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
As stated above, with our local public library and one of our local Barnes and Noble nookstores.
5. How do you evaluate the needs of the parents?
Our PTA surveys parents (simple form) to get information on needs and interests. Along with our Parent Coordinator, our PTA offer many activities for parents throughout the school year. As stated above, Family Nights, Baking with the Board are some of the activities we offer parents.
6. How do your parental involvement activities address the needs of the parents?
Many parents have expressed their concern about not being able to help their children at home with school work; therefore we provide parents with workshops focusing on strategies they can use at home. We also have open house, Family Nights and other activities for parents. Ms. Wimbush, our parent coordinator partners with Felicia Davis from Leraning Leaders to offer workshops to parents.

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:

Part VI: LAP Assurances

School Name: PS 103		School DBN: 11x103	
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)
Farid Reyes	Principal		
Liza Mojica	Assistant Principal		
Marilyn Wimbush	Parent Coordinator		
Nancy Caban	ENL/Bilingual Teacher		
Mervis Henry	Parent		
Sori Kim	Teacher/Subject Area		
Susan Varghese	Teacher/Subject Area		
Julie Moroco	Coach		
Roseann Arianna	Coach		
Kathleen Murphy	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X103** School Name: **PS 103**
Superintendent: **M**

Before you begin, please check the following:

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

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

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

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

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

We analyze the Home Language Surveys at the time of registration and get an idea as to what languages are spoken at home by our parents and students. After that, parents and students are interviewed by Ms. Caban our ESL teacher. We then invite parents to come into the school for information sessions and seek the support of the NYC DOE's Translation Services to provide information to parents in language of choice. For appointments scheduled in advance, our parent coordinator reaches out to the translation unit to help us obtain translators for parents. Moreover, The parent coordinator displays a poster by her room in different languages informing parents of language and translation services we may provide to them.

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

Our findings is that the majority of parents of ELLs in our school speak Spanish. There are several parents that speak Albanian, French and Chinese as well. Our Media Center teacher has informed our NYC community library of the large number ELL parnets we have in our school and they have created a partnership to provide these parents with workshops and resources in Spanish.

Part B: Creating a Communications Calendar

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

Our Parent Coordinator translates letters for Spanish speaking parents. If letters need to be translated into other languages then we send them to The Translation and Interpretation Unit. Such documents: Handbooks, newsletters, calendars, parent-teacher conference announcements etc.

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.

Our ESL teacher informs our Parent Coordinator of languages spoken by parents and she then offers parents translation assistance during Parent Teacher conferences. We utilize in-house staff and personnel from the Translation and Interpretation Unit of the DOE to assist parents with language needs. Such meetings include: Parent orientation sessions, parent-teacher conferences, Family Nights, and workshops.

Part C: Providing Language Assistance Services

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

Documents needed in other languages will be sent to the division of Translation Unit at least two weeks in advance to ensure a timely response.

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

In the past the Translation and Interpretation Unit have provided interpretation services for parents via phone conferences. We will continue utilizing this method to provide translation for parents. At times, we also ask in-house staff to assist parents with translation.

Part D: Training Staff on Policies and Procedures

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

Our parent coordinator informs parents and staff about interpretation services via flyers and posters displayed around the school building.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will display welcome posters and have Parent's Bill of Rights, Parents' Guide to Language and Language ID Guide at Safety Agent and Main Office readily available for parents.

Part F: Monitoring and Quality Control

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

We will survey parents to gather information/feedback on the quality and availability of services.