

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	11X175
School Name:	P.S. 175 CITY ISLAND
Principal:	AMY LIPSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 175 School Number (DBN): 11X175
Grades Served: K-8
School Address: 200 City Island Avenue
Phone Number: 718-885-1093 Fax: 718-885-2315
School Contact Person: Amy Lipson Email Address: 718-885-1093
Principal: Amy Lipson
UFT Chapter Leader: Danielle Minor
Parents' Association President: Jonna Wepler
SLT Chairperson: Kim McGaughan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): n/a
Student Representative(s): n/a
n/a

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Avenue, Bronx, NY 10469
Superintendent's Email Address: mlopez9@schools.nyc.gov
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-2214

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)
Amy Lipson	*Principal or Designee	
Danielle Minor	*UFT Chapter Leader or Designee	
Jonna Wepler	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
n/a	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Jaclyn Fitzmaurice	Member/ Teacher	
Danielle Minor	Member/ Teacher	
Tammy Bellon	Member/ Teacher	
Debra McArdle	Member/ Teacher	
Kim McGaughan	Member/ Parent	
Susan Rosendahl-Masella	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brenda Prohaska	Member/ Parent	
Kim Woodruff	Member/ Parent	
Leslie Hanley-Piri	Member/ Parent	
	Member/	
	Member/	
	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.

Vision Statement

P.S. 175 is a professional community of learners where students' individual academic and social needs are met and where parents are welcomed as valued members of our school community.

Mission Statement

Our mission is to make P. S. 175 a true collaborative community of practice where:

- We all work together to meet the instructional and social needs of every child
- We all see ourselves as learners
- Teachers work collaboratively to plan and implement instruction
- Classrooms reflect the enthusiasm of teachers and students
- Parents are welcomed into the building as meaningful contributors
- Instruction is rigorous and student achievement high
- Students love to come to school to learn, teachers love to come to school to teach, and parents are happy to send their children to our school.

Distinctive Characteristics

- only two classes on each grade from kindergarten through grade 8 with the exception of grades 2 and 4 for the 2015-2016 school year
- an extremely low teacher turnover rate
- small class size which enables students to get individualized instruction as needed; AIS is done in the context of the classroom with the classroom teacher
- very strong parent involvement
- a dedicated and supportive staff
- a stable student population

Collaborations/Partnerships/Special Initiatives

- Sports & Arts in Schools After School Program – after school program for students in grades 6-8; in addition to athletic and visual arts components, students participate in, homework help, STEM activities and a leadership program
- Bronx Arts Ensemble – works with our 5th grade to produce annual play; works with students in grades 3-8 in an after school choral; works with students in grades 4-8 in a visual arts program
- Lincoln Center Institute – K-3 students and teachers work with Lincoln Center teaching artists on two works of art each year; workshops are conducted for parents
- Greenkill Environmental Education Program – 6th graders spend 3 days and 2 nights at the Greenkill center immersed in activities focused on the environment
- Character Education Program – K-8 students participate in class, small group, and/or individual community service projects; our Guidance Counselor does classroom presentations of the 4R's Program and Respect for All activities; anti-bullying poster contests;

Special Student Populations

The special population on which we focus is our Students with Disabilities.

- We have structured our SETSS program to meet the varied needs of students in grades K-8 as follows:
 - pull-out program in grades K-3; push-in program in grades 4-8 to better support students in all content areas
- Our ICT classes are structured to maximize student learning by:
 - having content specialists in each content area
 - teachers have daily common planning time
 - teachers work as co-teachers – you cannot tell which is special education and which is general education
 - speech teachers and OT teachers collaborate with SETSS and classroom teachers
- Atlas Rubicon is used so that unit plans are online which facilitates planning among teachers

Element of the Framework in which we made the most progress 2014-2015 :

- Program Coherence – vertical and horizontal alignment of ELA and social studies curriculum; GoMath used K-8 (along with CMP3 in grades 6-8); uniform inquiry-based lesson planning template used K-8 focused on making connections to prior learning; science instruction is inquiry based in all K-8 classes

Elements of the Framework on which we will work 2015-2016:

- Rigorous Instruction – Course Clarity
 - Develop clear written tasks to focus teacher expectations and student learning including scaffold – i.e. reference sheets and resources
- Trust – Parent-Principal Trust

-Implement DataCation/Skedula to better keep parents/guardians informed of all aspects of their child's school experience

11X175 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	323	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		94.0%
% Free Lunch	24.6%	% Reduced Lunch		8.0%
% Limited English Proficient	0.9%	% Students with Disabilities		18.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		6.2%
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander		4.9%
% White	61.8%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.12
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	35.5%	Mathematics Performance at levels 3 & 4		48.0%
Science Performance at levels 3 & 4 (4th Grade)	92.7%	Science Performance at levels 3 & 4 (8th Grade)		54.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		83.3%
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

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.

Strengths:

- Most recent PPO feedback included that teachers are doing an excellent job of providing differentiated instruction to students, that there is coherence of curriculum across grades and that the principal has created an environment in which teachers are willing to work at high levels
- Lesson observation feedback was reviewed to evaluate student engagement and discussion as well as the common core shifts. It was gleaned from this data that high levels of student discussion were taking place in classrooms; that teachers had deepened their work with the literacy and math shifts of the CLLS as evidenced by conceptual teaching with manipulatives, number lines, etc. in math; a true balance of informational and literary texts in all grades, students do a great amount of close reading and discussion to build knowledge, students support ideas with evidence in writing in all content areas; academic vocabulary is incorporated into all lessons as appropriate

Needs:

- Results of the 2013 -2014 NYS ELA test indicated that a target group of students had slipped from level 3 to level 2 . We therefore need to work to improve the performance of these students

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, the ELA standardized test results of target population in grades 4-8 who scored at performance level 2 on the 2014-2015 ELA test will improve – 23 of 42 students in target group (55%) will move from level 2 to level 3 on the 2015-2016 ELA standardized test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Classroom teachers will :</u></p> <ul style="list-style-type: none"> • Set differentiated instruction goals for themselves and review mid and end of year (September, February, June) • Work with students to set monthly measurable learning goals in reading and writing (on-going September–June) • Differentiate instruction on a daily basis to better meet student needs (on-going September–June) • Use the Item Skills Analysis in ARIS to focus instruction on areas of need (on-going September-June) 	<p>ELA teachers 4-8; content area teachers 7 & 8</p>	<p>September through June</p>	<p>Coaches and principal</p>
<p><u>The Literacy Coach will work with teachers on an on-going basis (September-June) to :</u></p> <ul style="list-style-type: none"> • Develop Literacy tasks and assessments that are aligned to the common Core Learning Standards and the Citywide Instructional Expectations • Develop their understanding of higher order thinking skills and strategies • Set interim benchmarks in reading and writing • Incorporate the strategic mini-lesson into the reading and writing workshop • Chunk the reading of books so that students read more books each year • Create writing prompts that require students to employ higher order thinking skills 	<p>ELA teachers 4-8; content area teachers 7 & 8</p>	<p>September through June</p>	<p>Coaches and principal</p>

<ul style="list-style-type: none"> • Further develop school-wide writing rubrics and criteria • Revise Literacy Curriculum Maps on a monthly basis 			
<p><u>The Principal will :</u></p> <ul style="list-style-type: none"> • Review lesson plans monthly for evidence of strategic mini-lessons, the chunking of text and higher order thinking writing prompts • Conduct monthly reviews of Assessment Binders to evaluate teacher use of data and to assess progress of target group. • Conduct monthly classroom observations and provide written feedback 	ELA teachers 4-8; content area teachers 7 & 8	September through June	Coaches and principal
Teachers work in teams to create their own assessments that evaluate the effectiveness of the skills/strategies they are teaching. In addition to creating these assessments, teachers work in cross-grade teams to score. Teachers are also responsible for creating, assessing the effectiveness of, and revising writing scoring rubrics .	ELA teachers 4-8; content area teachers 7 & 8	September through June	Coaches and principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<u>Our budget will be used for :</u>										
<ul style="list-style-type: none"> • Literacy Coach (tax levy) • Purchasing additional texts on all guided reading levels (tax levy) • Supplies for paper and ink for family communications, water and supplies for Parent meetings (Tax Levy) • Parent Coordinator is a key role funded with Tax Levy. • Supplies and materials to engage families of Level 1 and Level 2 students funded by TL Parent Teacher Conferences funds. 										
<u>Scheduling will be done to allow for :</u>										
<ul style="list-style-type: none"> • Daily common preps • Weekly Professional Activity Periods used for professional development with literacy coach 										
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.

- On-going formal and informal assessment September-June
- Mid-year benchmark check

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.

As this was an area we were cited in both PPOs (2014-2015) as being well developed, we are going to expand the work of our Student Support Advisor and clarify the work of our guidance counselor to ensure that students feel supported as they move through the grades.

Strengths :

- All students are able to identify an adult they can go to with a problem
- Small class-size allows teachers to know students well and support them socially and emotionally
- There is an inclusive school culture where every students is known by several adults in the building

Needs :

- To better provide next-level guidance

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.

The number of students reporting positively on the Learning Environment Survey in the area of “next-level guidance” will increase by 20% on the 2015-2016 survey.

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?
<ul style="list-style-type: none"> • Weekly advisories will take place 	Students in grades 6-8	September through June	Classroom Teachers, Coaches Principal
<ul style="list-style-type: none"> • Guidance counselor will formalize next-level guidance 	Guidance Counselor	September through June	Guidance Counselor, Principal
Team building activities will take place in classrooms	Students in grades 6-8	September through June	Classroom teachers, Student Support Advisor, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<u>Our budget will be used for :</u> <ul style="list-style-type: none"> • Student Support Advisor (tax levy) • Literacy and Math Coaches (tax levy) • Purchasing The Advisory Book and team building materials (tax levy) • Guidance Counselor (tax levy) <u>Scheduling will be done to allow for :</u> <ul style="list-style-type: none"> • Daily common preps • Weekly Professional Activity Periods used for professional development with coaches 										
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
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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.

- Student surveys September, February & 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 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.

As this was an area we were cited in both PPOs (2014-2015) as being well developed, we are going to continue the work of our teacher teams.

Strengths :

- Teacher teams meet weekly to discuss student work and next steps
- Teachers routinely follow-up on suggestions made at these meetings
- Best practices are shared at these meetings and teachers themselves arrange for intervisitations
- There is coherence across grades in the implementation of strategies learned in PD sessions

Needs :

As we are increasing the number of ICT classes next year, the need is to ensure and deepen the collaborations between all of our special education and general education teachers.

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 January, 100% of our ICT teams will show deep collaboration as evidenced by team plans, co-leading of lessons, formal and informal observations.

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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Use of Atlas Rubicon curriculum mapping tool to enhance the collaboration between teachers	ICT teachers	September through June	Coaches, Principal
Use common planning time to facilitate collaborative practices	ICT teachers, classroom teachers	September through June	Coaches, Principal
Use Google docs to record and track teacher meetings	ICT teachers, classroom teachers	September through June	Coaches, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p><u>Our budget will be used for :</u></p> <ul style="list-style-type: none"> • Atlas Rubicon (tax levy) • ICT teachers (tax levy) <p><u>Scheduling will be done to allow for :</u></p> <ul style="list-style-type: none"> • Daily common preps • Weekly Professional Activity Periods used for professional development with coaches 											
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.

- October, December, March & May formal and informal observations will be conducted.

- Monthly reviews of curriculum maps in Atlas Rubicon and teacher team notes in Google docs.

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.

Strengths :

Program coherence

Principal instructional leadership

Needs :

Although the survey indicated that there was a need for more inclusive principal leadership, based on feedback, teachers felt that the question was poorly worded and they did not understand what was being asked.

The need is to help teachers articulate how they are included in leadership decisions.

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.

On the 2015-2015 Learning Environment Survey, the percentage of teachers who positively indicate that there is inclusive principal leadership will increase by 25%.

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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	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?
Weekly professional development sessions led by teachers	All teachers	September through June	Teachers, coaches, principal
Choosing texts for content area instruction	All teachers	September through June	Teachers, coaches, principal
Create their own curriculum maps in all content areas	All teachers	September through June	Teachers, coaches, principal

Part 4 – Budget and Resource Alignment

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

Our budget will be used for :

- Professional books for PD sessions (tax levy)
- Coaches (tax levy)

Scheduling will be done to allow for :

- Daily common preps
- Weekly Professional Activity Periods used for professional development with coaches

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.

In September and February, teachers will be surveyed to measure their perceptions of inclusive principal leadership.

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.

Strengths:

- Very involved PTA and SLT
- Parents are welcomed into the building and have a voice in decisions

Needs:

- To increase parent involvement

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.

The number of parents responding positively to the parent involvement section of the school survey will increase by 12% on the 2015-2016 Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Use WhizFish app to better communicate with parents	Parents K-8	September through June	Teachers, parent coordinator, principal
Use DataCation Skedula to provide parents with up-to-date information about student progress	Parents K-8	September through June	Teachers, parent coordinator, principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Our budget will be used to purchase:</p> <p>WhizFish App (tax levy)</p> <p>DataCation Skedula (tax levy)</p> <p>Common planning time will be used for PD on these programs/apps</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
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

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The number of parents attending PTA meeting will be monitored</p> <p>The number of parents using the Whizfish App will be monitored</p> <p>The number of parents using Skedula will be monitored</p>

A mid-year survey will be sent home to parents to monitor their perceptions about their involvement in the school.

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)	Standardized test scores; formative and summative classroom assessments	K-8 – Small class size; teacher created remedial resources aligned to CCLS; reciprocal teaching strategies; Foundations	Small group	During the school day – K-8
Mathematics	Standardized test scores; formative and summative classroom assessments	K-8 – small class size; remedial resources culled from GoMath and CMP3;	Small group	During school day – K-8
Science	Standardized test scores (4); formative and summative classroom assessments	K-8 – small class size; small-group tutoring in class – reinforcement and remediation of FOSS and Lab-Aids skills aligned to NYS and CCLS; adaptation of materials	Small group	During school day – K-8
Social Studies	Formative and summative classroom assessments	K-8 – Small class size; pre-/re-teaching content; differentiation of content; adaptation of materials	Small group	During school day – K-8
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the 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).

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 175, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 175 will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

P.S. 175, 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.

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 175
School Name P.S. 175		

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 Amy Lipson	Assistant Principal n/a
Coach Helen Masotti	Coach Kathleen Wiehler
ENL (English as a New Language)/Bilingual Teacher Jacquelyn Moscone	School Counselor Jeanne McDonald
Teacher/Subject Area Tammy Bellon - Kindergarten	Parent Maria Paz
Teacher/Subject Area Noreen Lawless - Math	Parent Coordinator Tina Gisante
Related-Service Provider Jaclyn Shea - SETSS	Borough Field Support Center Staff Member Wladimir Pierre
Superintendent Meisha Ross Porter	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	329	Total number of ELLs	8	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 type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2		2	1		1			2					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)			1			1								0
Emerging (Low Intermediate)	2													0
Transitioning (High Intermediate)														0
Expanding (Advanced)			1	1					2					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
 At P.S. 175 we use Fountas & Pinnell to assess the early literacy skills of our ELLs. The data shows that students in grades K and 1 have many of the same language needs as other students on those grades. In the middle and upper grades students need support with building their academic vocabulary.
 Teachers use conferencing notes to monitor ELL student's reading progress, concerns and other vital observations. These notes are also shared with parents during Parent Teacher Night and if necessary an individual appointment is made with parents in order to discuss support needed at home and or other available supports available in the community (afterschool programs, internet and library resources).
 We have adapted the Teachers Reading & Writing Project which are used to assess and monitor phonemic awareness, concept of print, high frequency and other literacy skills. Academic areas of concern and progress are closely monitored by classroom teachers. MOTP observations, strategies and goals are discussed by classroom teacher and ENL teacher.
 ENL teacher and classroom teachers conference and discuss gains and ENL strategies in order to maximize students' academic and linguistic growth.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Students struggle most with writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Differentiated instruction is used in all classrooms at P.S. 175. Group activities are aligned to the Common Cores and deliver differentiated individual support in order to meet the individual needs of every student. Planning and preparation in classroom is developed with activities that provide ELL students the opportunities to learn and understand content area disciplines. Through the use of Smart boards, (available in most classrooms) ELL students are given additional visual and audio support. Classroom environments are organized to maximize instructional time and foster respectful interactions. ELL students are encouraged to share and take intellectual risks. Teachers' classroom instruction is clear and for ELL support, a buddy system is used for clarity and better understanding of goals and classroom expectations. ENL teacher shared Sp15 NYSESLAT modality results with classroom

teachers. ESL activities and classroom practices are given with these results in mind.

Our school uses the information about Annual Measureable Achievement Objectives to determine the level of success in the English as a Second Language Model that has been achieved in the area of language progression.

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

Our ELL students are usually proficient within three years. The one student who has not progressed past the advanced level has and IEP that indicates that her issues are related to learning rather than language acquisition.

We do not use the ELL periodic assessments.

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](#).]

At P.S. 175 students' progress is monitored and measured often. Within the RTI framework students phonemic awareness, sight word and comprehension skills are assessed on an on-going basis to ensure that progress is being made. These assessments are done by the classroom teacher as well as the ESL teacher.

NYSESLAT 2015 test results are used to determine students' gain/loses made during 2014-2015. Gains/losses/patterns noticed in the results of all four areas (speaking, listening, reading and writing) are discussed by ENL teacher and classroom teacher. Students' needs are supported and assisted through differentiated individual and group classroom instructions.

Close communication is maintained with ENL and classroom teacher during teachers' classroom inter-visitations and weekly grade meetings attended by administrators. Instructional decisions are also made during other weekly meetings where planning, sharing and academic concerns are discussed. ENL teacher attends our bi-weekly Pupil Personnet Team (PPT). The team members include: Principal, members of the School Based Support Team, Guidance Counselor, SETSS teacher, Classroom teacher, Special Education teacher, and Speech personnel. Case studies and concerns are shared with RTI Team.

RTI is used to give students the necessary supports in literacy and math. SETSS teachers provide this support during school and during our extended day program. Referral is based on baseline assessment results, attendance, prior academic achievements, ELLs academic needs, teacher recommendation and the NYSESLAT 2014-2015 results.

6. How do you make sure that a student's new language development is considered in instructional decisions?
SL teacher meets weekly with classroom teachers to articulate progress and areas of need. The also coordinate teaching practices to ensure that they are all working to build the students' English language skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

n/a

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

We monitor how students do on the NYSESLAT and other standardized tests; we monitor classroom progress

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

P.S. 175 follows all mandates of CR Part 154 as follows:

1. Parents of new arrivals complete a Home Language Survey with the assistance of our ESL teacher within the first 10 school days. Our ENL teacher conducts the informal oral interview and formal initial assessment in English and our Parent Coordinator, who speaks fluent Spanish, Italian and Portuguese, conducts this interview and assessment with the ENL teacher in the native language if needed. The completed HLS is reviewed by our Principal who determines next steps. The NYSESLAT is administered in the spring to all eligible students. LAB-R administered by ENL teacher within the first 10 school days.

2. During the registration process, parents are informed that the only program choice available at P.S. 175 is ENL. The other programs are described to the parents and other options are presented. The school will reach out to OSEPO should a parent want another program.
3. Entitlement letters are sent home in student backpacks. Classroom teachers make follow-up phone call if Parent Surveys and/or Program Selection forms are not returned.
4. The only program available at P.S. 175 is ENL so all students are placed there unless a parent indicates that they would like a different choice; referral to OSEPO follows.
5. 100% of parents choose to have their children in an ENL program at P.S. 175.
6. The program model offered at P.S. 175 is totally aligned with parent requests.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Our ENL teacher, along with our Parent Coordinator, who is multi-lingual, meets with parents upon registration to ensure that the only program available at our school is a freestanding ENL program.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to ELL Policy and Reference Guide, ELL Identification section).
If the entering student has an IEP and a Home Language other than English, The Language Proficiency Team consisting of our ENL Teacher, School Psychologist, SETSS teacher, and Student Support Advisor will meet the next school day after the student enrolls to determine if the student should take the NYSITELL or not due to the student's disability affecting whether the student can demonstrate proficiency in English.
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.
The ENL Coordinator works with the Pupil Accounting Secretary to ensure that all HILS are completed correctly when entering students arrive. The ENL teacher conducts the interview process and is responsible for administering the NYSITELL when necessary. NYSITELL documents are scanned on the day that the student is tested. Results from the scanning process are reviewed by the ENL teacher the next school day and the Entitlement and Non-Entitlement letters are sent home that same day. A copy of this signed and dated letter is placed in the child's cumulative folder when it is returned and an Electronic Copy is kept in the ENL Coordinator's office under Critical ELL Documents.
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 of their right to appeal the ELL status of their child by a written letter explaining these rights, on school letterhead that will be translated into the preferred language of communication the parent has selected. This letter will be sent home the day after enrollment or given to the parent upon the completion of the HILS Survey and the Parent/Child Interview. A copy of this letter with the Parent's signature and date on it will be kept on file in the ENL teacher's office in an Electronic File Labeled Critical Documents.
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.
Our ENL teacher, along with our Parent Coordinator, who is multi-lingual, meets with parents upon registration to ensure that they know the only program available at our school is a freestanding ENL program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our ENL teacher will send home the Entitlement Letter with the student the day after the student received the NYSITELL. Should a parent fail to return the signed letter within 3 school days, he/she will be contacted by our Parent Coordinator. Copies of all Entitlement letters and follow up letters will be placed in the student's Cumulative Record folder. Documentation of the time and dates of phone calls made to contact parents will be maintained by the Parent Coordinator.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A list is maintained by our ENL teacher of Parent Survey and Selection Forms that are sent home. She follows-up with classroom teachers to collect forms. Our Parent Coordinator makes daily phone calls to parents who have not returned forms. These calls continue until the forms are returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
After Parents have completed the Parent Survey and Selection Form, our ENL teacher records the parents' program choice in a school log maintained in her office. A placement letter is then generated and given to the homeroom teacher for distribution. The ENL teacher follows up the following day to ensure that the letter was sent home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original critical ELL documents are placed in the student's cumulative record folder including dated and signed copies of Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLs and Continued entitlement Letter (continuing ELLs).

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.
The RLAT report in ATS is run to determine to whom the NYSESLAT should be administered. All sections are administered as per the NYSED schedule.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our ENL teacher will prepare the student Continued Entitlement and Transitional support letters upon receipt of the Spring NYSESLAT scores. A copy of this letter is maintained in her office under Critical ELL Documents. Parents are sent home the letter the first week of school and are asked to date, sign and return the letter promptly. Signed and dated letters are placed in the student's cumulative record folder.
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).
100% of parents choose ENL services which aligns with our program choice.

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.
We offer an ungraded pull-out program
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Teacher schedules are created that are aligned to the mandated number of minutes of instruction for ELLs.
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 area instruction takes place in English. ENL teacher follow-up with content area instruction as appropriate.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are not evaluated in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All four modalities are assessed on a monthly basis using Fountas & Pinnell running record assessments, writing prompts and oral language assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. We do not have, nor have we ever had, any SIFE students. In the event that one or more should be admitted, differentiation for SIFE students requires instruction in concepts learned at least two years prior to the grade that the student is currently placed in. Our ENL teacher would look at the Common Core Standards for the grade that the students are currently in and plan an instructional program for these students that will bridge the gaps that they will have. By looking closely at the two previous grades of instruction in the areas of ELA and Math we can locate areas of instructional emphasis that will help support the students in their learning. By teaching prior skills along with grade level content, the students are better equipped to keep up with the demands of grade level instruction. Bilingual glossaries in all content areas will be used as well as the teaching of cognates.
- b. Newcomer ELLs require a great deal of native language vocabulary translation in the content areas. This is provided by the use of bilingual glossaries, picture dictionaries and the teaching of cognates in content areas or Bilingual translation list. Front loading vocabulary, building background knowledge and the use of graphic organizers and paraphrasing are strategies that we use which are essential to the success of these students. Connecting what is learned to students' home cultures is also a strategy we implement. When available, these students are assigned a native language speaking buddy/translator. Differentiating assessments by using graphic organizers, paraphrasing the text and modifying assessments according to ELL student level enables the teachers to track growth in students.
- c. Developing ELLs have a beginning foundation in English language skills that can support them in the content areas. At this level we focus on building background and increasing students' academic vocabulary through word study, morphemic analysis and reading comprehension strategy instruction. We also work with students to build fluency and automaticity when reading so that they will be able to quickly navigate longer texts. Since Developing ELLs have strong oral language skills we focus on embedding academic language in their discussions by using sentence stems. Students are taught to specifically use academic words in their writing and to use transitions to help frame their sentences. Rubrics are used to assess students in all four language strands. Students are also responsible for self-assessment.
- d. Long Term ELLs have mastered the listening and speaking of English. They have deficits in academic vocabulary that impedes their learning. These students are performing at least two years behind grade level in the areas of reading and writing. To support growth in these students we focus heavily on the development of academic vocabulary in the content areas. Vocabulary is front loaded for these students in content area lessons. Background is built to connect students to the subject they will be learning. Word study and morphemic analysis is also taught routinely. Students are responsible for using this vocabulary orally through the use of sentence stems and during peer conversations. Reading fluency skills are also addressed through repeated readings of text and focusing on automaticity to develop reading speed to help these students improve their reading rate. Teacher modeling of

writing assignments and the use of rubrics helps students become responsible for their own work. The use of academic vocabulary is infused throughout all four language modalities.

e. Former ELLs will now receive .5 units of Integrated ENL/ELA which will be delivered in the Collaborative Teaching Model. These students have a firm grasp of the English Language however; they may need support in the areas of academic vocabulary, reading comprehension and writing. To support these students, the ENL teacher will front load academic vocabulary that students may have difficulty with during ELA lessons. Word study and morphemic analysis will continue to be used when necessary. Reading strategies to encourage close reading of text and paraphrasing will be incorporated into lessons. Teacher modeling of writing assignments will assist students with these tasks. Providing lists of academic words and transition words to support their writing will help to improve student writing quality. Rubrics will be used to help students become responsible for their own learning.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- Our school will ensure that re-identified as ELL or non-ELL students have not been adversely affected by the re-identification process by reviewing these students' progress after six months. The Principal will be contacted by the ENL teacher when the six month deadline arrives. She will organize a meeting for the parent/guardian to meet with the student's classroom teacher, the principal, the parent coordinator and herself to discuss the student's academic process. The parent and all meeting members will receive a letter of the time and date of the meeting. A determination will be made at this meeting as to whether the child has been adversely affected by the re-identification process. The principal will provide additional support services as needed and may reverse the determination within the six to twelve month time frame with consultation with the superintendent. A notice of this determination will be sent out to the parent/guardian on school letterhead in the parent's preferred language. A record of all letters sent to the parent will be placed in the child's cumulative record folder .
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?
- Our ENL teachers use a variety of strategies including building background, creating comprehensible input, front loading vocabulary, using glossaries, integrating all four language strands (listening, speaking, reading and writing) into lessons, teaching of specific skills strategically, and teacher modeling. 90% of each lesson is student engaged involving partners and small group work with exit slips being used to assess student learning. Leveled texts are used and materials are modified when appropriate which provides access to academic content and accelerates English language development
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?
- ESL teacher is also a certified SETSS teacher. She pushes into content area classes to support instruction. We are able to flexibly schedule to meet all students' needs.

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.

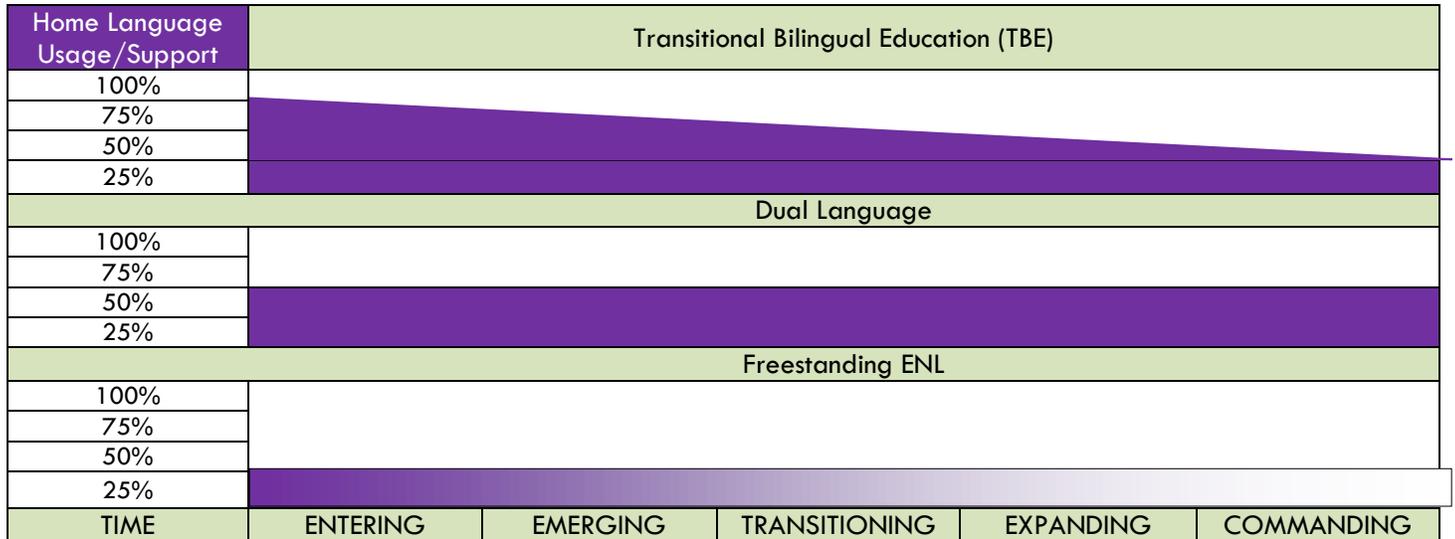


*Note “other approved services” does not apply to New York City at this time.

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.
Students participate in a program that is tailored to meet their individual needs. They are pulled-out and provided with instruction in ELA, math, social studies and science in English, based on their assessed needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is extremely effective with almost all students becoming English proficient within 3 years. All teachers are aware that they are teachers of ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to individualize and differentiate our program to meet student needs.
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.
ELL students are invited to participate in all programs both during and after the school day. Our 6th grade student participates in our Sports & Arts after school program. Our Parent Coordinator, who is also the director of the program communicates with the parent in Spanish about all aspects of the program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The computer-based program Imagine Learning English, leveled texts and differentiated tasks are used to support the learning of our ENL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
When needed, our multi-lingual Parent Coordinator translates for students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All supports are age and grade level appropriate as determined by a review by our ENL and content area teachers.
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).
Parent Coordinator works with families to provide support at the beginning of the school year and continues to provide this support to new registrants as necessary.
19. What language electives are offered to ELLs?
Latin
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.)
ELL teachers are included in all school-wide professional development throughout the year - every Monday for 80 minutes.
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?
Common Cored PD takes place during the 80 minute Monday sessions as well as during weekly Professional Activity Periods.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our data indicates that all students are English language proficient upon graduation. Our guidance counselor works with ELLs and their families on the high school selection 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.
As the training is part of our weekly PD plan, the number of hours of training teachers receive far exceeds the number of mandated hours.

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?
Annual parent meeting are held in January to discuss program goals, language development progress, language proficiency assessment results and content area language development needs. Our Parent Coordinator is available to provide interpretation.
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.
Logs are kept of both face-to-face parent meetings as well as all phone calls made home to ELL parents. Copies of all letters sent home to parents are kept by the ENL teacher.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents are encouraged to attend PTA meetings and to participate on our School Leadership Team. Our Parent Coordinator is available to provide interpretation and reaches out periodically throughout the year to encourage engagement and involvement.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our Parent Coordinator works with ELL parents to team them up with community supports when necessary and provides interpretation services when needed.
5. How do you evaluate the needs of the parents?
Our Parent Coordinator meets with ELL parents to assess needs and provide interpretation services when necessary.
Our Parent Coordinator provides supports based on her assessment of parent needs and provides interpretation services when necessary.
6. How do your parental involvement activities address the needs of the parents?
Our Parent Coordinator provides supports based on her assessment of parent needs and provides interpretation services when necessary.

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: P.S. 175**School DBN: 11X175**

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)
Amy Lipson	Principal		9/11/15
N/A	Assistant Principal		
Tina Gisante	Parent Coordinator		9/11/15
Jacquelyn Moscone	ENL/Bilingual Teacher		9/11/15
Maria Paz	Parent		9/11/15
Tammy Bellon	Teacher/Subject Area		9/11/15
Noreen Lawless	Teacher/Subject Area		9/11/15
Helen Masotti	Coach		9/11/15
Kathleen Wiehler	Coach		9/11/15
Jeanne McDonald	School Counselor		9/11/15
Meisha Ross Porter	Superintendent		9/11/15
Wladimir Pierre	Borough Field Support Center Staff Member _____		9/11/15
Jaclyn Shea	Other <u>SETSS Teacher</u>		9/11/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 11X175 School Name: P.S. 175
Superintendent: Meisha Ross-Por

Before you begin, please check the following:

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

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

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

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

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

Our multi-lingual parent coordinator meets with parents of our ELL students at the time of admission to discuss their accessibility to school generated parent correspondence. This information, in addition to what parents communicate via the HLIS and Emergency Cards, is used when translating school correspondence to parents.

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

Spanish

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.)

The School Calendar - September
The Parent-Student Handbook - September
Principal-to-Parent Communications - on-going throughout year
After School Program Initiatives - on-going throughout year
Parent-Teacher Conference Announcements - September, November, March, June
NYS Testing Dates - October & March

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.

Formal:
Parent Teacher Conferences - September, November, March & June
Tuesday afternoon conferences with ENL teacher

Informal:
Attendance phone calls - on-going throughout year as needed
Guidance counselor phone calls to parents of students articulating to high school - on-going throughout year
Classroom teacher progress phone calls - Tuesday afternoons - on-going throughout year

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.

Translation of documents listed to parents in their preferred language of communication within a day of when they go out to English speaking families (preferably the same day). Spanish is the only language of interpretation needed so this enables translations to take place quickly as our Parent Coordinator is able to do this as soon as it is necessary.

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.

Oral translation provided by our Parent Coordinator who is fluent in Spanish, Portuguese and Italian. Staff members bring communications to her to translate as needed. Should something need to be translated in any other language the Translation and Interpretation phone number is posted in the teachers room and general office

Part D: Training Staff on Policies and Procedures

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

All staff members were made aware of how to use translation services and the over-the-phone interpretation services at the first faculty conference of the year. This information will be reviewed in January.

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

All required notification have been printed. The Welcome Poster is posted at the main entrance to the building. Parents will receive copies of the Parents' Bill of Rights, Parents' Guide to Language Access in the home language. The Language ID Guide is at the security desk and in the main office.

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)

Our school will consult the data provided on the parent survey to determine if there are areas in which we need to improve the translation and interpretation provided for our parents. Additionally, the ENL teacher will survey parents at ELL Annual Parent Meetings about quality and availability of translation and interpretation services received at the school. Furthermore, due to the very small number of ELL students that we have, our parent coordinator maintains an on-going relationship with these families and ensures that they are satisfied with the services they are receiving.