

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

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

**11X178**

**School Name:**

**P.S. 178 - DR. SELMAN WAKSMAN**

**Principal:**

**DEBORAH LEVINE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Dr. Selman Waksman School School Number (DBN): 11X178  
Grades Served: K - 5  
School Address: 850 Baychester Avenue Bronx, New York 10475  
Phone Number: 718 – 904 - 5570 Fax: 718 – 904 - 5575  
School Contact Person: Deborah Levine Email Address: dlevine9@schools.nyc.gov  
Principal: Deborah Levine  
UFT Chapter Leader: Carolyn Jandelli  
Parents’ Association President: Deleese Jenkins  
SLT Chairperson: Emily Gunther/Carolyn Jandelli  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Andrea Niblack  
Student Representative(s): N/A  
N/A

**District Information**

District: 11 Superintendent: Meisha Ross Porter  
Superintendent’s Office Address: 2750 Throop Avenue Bronx, New York 10469  
Superintendent’s Email Address: mross@schools.nyc.gov  
Phone Number: 718-519-2620 Fax: 718-519-2626

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director’s Office Address: 1230 Zerega Avenue Bronx, New York 10462  
Director’s Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-3113

## 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)
Deborah Levine	*Principal or Designee	
Carolyn Jandelli, Co-Chairperson	*UFT Chapter Leader or Designee	
Deleese Jenkins	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Andrea Niblack	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>	
Jeffrey Cowitt	CBO Representative/SASF	
Yvette Vasquez	Observer/Presenter/ Parent Coordinator	
Emily Gunther, Co-Chairperson	Member/ Staff	
Allison Hayden	Member/ Staff	
Brenda Rivera	Member/ Staff	
Jennifer Streppone	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marissa Vogt	Member/ Staff	
Anna Algarin	Member/ Parent	
Ruby Cruz	Member/ Parent	
Raquel Nunez	Member/ Parent	
Lakesha Rodriguez	Member/ Parent	
Thomasina Sims	Member/ Parent	
Olivia Warner	Member/ Parent	

### 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

### PS 178's Mission Statement:

We, staff, parents, and students will work hard together to create a community of life-long learners who are college and career ready.

PS 178X's vision is that staff and parents will collaborate to create a nurturing, well-rounded, educational experience for our students. Our efforts will result in the acquisition of knowledge, and the development of creativity, critical thinking, and social and communication skills which are the tools for college and career readiness. All adults will be responsible and accountable for ensuring that the instructional program meets the standards of academic excellence for all students.

PS 178X is an elementary school located in the Northeast Education Park in the Co-Op City section of the Bronx. We service students in grades K through 5, in general and special education classes. Our building also houses PS 176X, a District 75 school educating students with autism. Each year, PS 178 and PS 176 collaborate on an inclusion program in which students from PS 176 are mainstreamed and educated in our PS 178 classes.

Extensions to our academic program include Academic Academy, Saturday Academy, school clubs, annual Spelling Bees for grades 2-3 and grades 4-5, Grade K-5 Science Fair, and Word of the Day. We also celebrate Read Across America Day and Poem in Your Pocket Day.

All instruction is enhanced through the use of SMARTboards, to which all students have access. PS 178 boasts a computer lab outfitted with brand new desktops. In addition, each classroom is equipped with student laptops to support and engage students in instruction.

Commitment to the arts is an integral part of our program. We offer dance and a multi-media visual arts program. Arts teachers collaborate with classroom teachers to plan and produce thematic grade-wide assembly programs and dance festivals. Our after school program in the arts includes dance, visual arts, chess, and technology.

Social skills are developed and enhanced via our Intervention Program and Citizen of the Month celebrations. In addition, selected 4<sup>th</sup> and 5<sup>th</sup> graders participate in Project Boost. We are also working with and growing our relationship with Socialsklz, whereby offering our students an opportunity to hone their social etiquette skills.

PS 178 has an extensive Community Service Plan. Highlighted is our participation in Penny Harvest, annual Clothing and Toy Drives, and our partnership with the Jewish Association Serving the Aging (JASA).

The Sports and Arts Foundation (SASF) continues to provide a free after-school program to as many as 125 of our students. All students receive homework help and participate in recreational activities on a daily basis. SASF also offers a summer program.

As a means of organizing for effort and developing capacity, leadership teams have been established. These teams tap the expertise of staff members to focus on program assessment and address areas of need. These teams include: School Leadership, Safety, Building Response, Building Council, Curriculum, Response to Intervention (RtI), Professional Development Committee, Measures of Student Learning (MOSL), and Teacher Leadership Program sponsored by the UFT (TLP).

Maintaining our status as a School in Good Standing is an expectation that administrators, staff, and parents have. Valuing teacher collaboration as a vehicle for increasing student achievement and learning opportunities for all pupils, administrators schedule time for and encourage cooperative planning and professional learning activities. Teachers on each grade share a minimum of 3 common preparation periods per week. In addition, we organize professional learning opportunities each Monday afternoon (e.g. inquiry, looking at student work, norming rubrics, sharing best practices). Literacy and math coaches, the special unit coordinator, grade leaders, and administrators provide in-house professional development for the staff and mentoring for individuals. Our partnerships with Center for Educational Innovation – Public Education Association (CEI-PEA), United Federation of Teachers Teacher Center (UFTTC), Center for Integrated Teacher Education (CITE), and Teacher Leadership Program (TLP) have complemented said work and have supported our school in meeting our goals of increasing teacher effectiveness and improving student achievement.

As per the Framework for Great Schools, PS 178 takes pride in maintaining practices in the areas of Strong Family and Community Ties as well as Collaborative Teachers. In maintaining strong family and community ties, the parent coordinator endeavors to increase parental involvement and to address concerns. She facilitates the Learning Leaders Program, organizes workshops, and oversees the publication of a monthly parent newsletter. Important information is not only back-packed home, but shared via School Messenger – our telephone relay system. Staff offers additional parent engagement time each Tuesday afternoon in accordance with the UFT contract. Teachers are also available during preparation periods to engage in parent communication. Teachers collaborate to provide rigorous instruction for all students including our special populations (Students with Disabilities, English Language Learners, and Students in Temporary Housing). Teachers in general and special education programs, including service providers, share best practices in adapting and differentiating curricula to best meet the needs of their respective populations. PS 178 uses said collaboration as the vehicle to provide rigorous instruction within a supportive environment as we educate the "whole child".

Our key areas of focus as outlined in our goals include continuing to provide rigorous instruction aligned with the Common Core Learning Standards, meeting the needs of all of our students, raising student achievement, and providing teachers with actionable feedback and support to increase effectiveness.

## 11X178 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	490	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	68.1%	% Attendance Rate		93.9%
% Free Lunch	70.0%	% Reduced Lunch		9.7%
% Limited English Proficient	2.7%	% Students with Disabilities		26.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		61.8%
% Hispanic or Latino	29.3%	% Asian or Native Hawaiian/Pacific Islander		2.1%
% White	4.4%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	24.3%	Mathematics Performance at levels 3 & 4		41.4%
Science Performance at levels 3 & 4 (4th Grade)	93.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

According to the NYS ELA assessment data:

- In 2014, 24.6% of our students in grades 3-5 scored at Levels 3 and 4.
- In 2015, 20.7% of our students in grades 3-5 scored at Levels 3 and 4, indicating a decrease of 3.9%.

Our school's strengths are as follows:

- Teachers provide rigorous and coherent curricula that is accessible to all learners.
- Instruction is aligned to the Common Core Learning Standards (CCLS).
- Teachers reference and reflect upon the Danielson Framework for Teaching to improve pedagogical skills.
- Assessments are aligned to curricula. Teachers use ongoing assessment and grading practices to provide students with timely feedback.
- Teacher teams use protocols as they examine student work to inform and adjust instruction.
- Best practices are shared as teachers collaborate on teams to improve students learning.

Our school's needs are as follows:

- Data indicates a need to increase the percentage of students scoring Levels 3 and 4 on the NYS ELA assessment.
- Based on student performance, we need to include more explicit instruction in ELA.
- We will continue to offer workshops to keep families informed of at-home strategies that reinforce the school's instructional focus as well as increase the level of their children's achievement.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, students in grades 3-5 will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 and 4 on the NYS ELA assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Teachers will participate in professional development targeting best practices in ELA, as well as make modifications to the ReadyGen curriculum.</p>	<p>teachers, students</p>	<p>ongoing - September through June</p>	<p>teachers, coaches, Pearson trainers, CITE, administrators</p>
<p>2. Teachers will support students within the classroom by using differentiated scaffolded instruction.</p> <p>a. DRA levels are monitored 6 times per year (September, October, November, January, March, and June).</p> <p>b. Student data is monitored three times per year (beginning, middle, and end).</p> <p>c. Classroom student performance assessment is ongoing and instructional grouping is daily and flexible.</p>	<p>teachers, students</p>	<p>Daily - September through June</p>	<p>teachers, coaches, administrators</p>
<p>3. AIS will be provided for the level 1 and 2 students in grades 4 and 5. At-risk students in grades 1, 2, and 3 will also be serviced.</p>	<p>Level 1 and 2 students in grades 4 and 5, at-risk</p>	<p>ongoing, September through June - AIS</p>	<p>AIS teachers, Rtl team, administrators</p>

	students in grades 1, 2, and 3	groups are seen 1 or 2 times per week	
	AIS teachers		
4. Sports and Arts after-school program (SASF) will offer an ELA/Technology Support Club.	SASF students	April-June (each grade once per week)	SASF director, SASF teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. ThinkCentral, Pearson curriculum, Teq training, off-site professional development, Monday afternoon professional development, UFTTC											
2. 100 minute literacy block, whole group instruction, small group instruction, leveled libraries, myON Readers, Kaplan test sophistication books											
3. Sundance Non-fiction Comprehension Kit, scheduled AIS groups											
4. SASF faculty, Study Island online program											
5. Common Core Learning Standards (CCLS), schedule of parent workshops, Learning Leaders											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, analysis of ELA data (e.g. performance based assessments, midterms, teacher conference notes, AIS data, benchmark assessments, DRA, and report card grades) will indicate our progress toward meeting this goal with a 1% increase in students scoring Levels 3 and 4.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

According to the NYS ELA assessment data:

- In 2014, 24.6% of our students in grades 3-5 scored at Levels 3 and 4.
- In 2015, 20.7% of our students in grades 3-5 scored at Levels 3 and 4, indicating a decrease of 3.9%.

According to the NYS MATH assessment data:

- In 2014, 41.3% of our students in grades 3-5 scored at Levels 3 and 4.
- In 2015, 29.8% of our students in grades 3-5 scored at Levels 3 and 4, indicating a decrease of 11.5%.

Our school's strengths are as follows:

- Teacher teams meet regularly to plan effective lessons and examine student work.
- Teachers collaborate to adapt curricula to meet the needs of diverse learners.
- All staff provide a supportive environment while educating the "whole" child.
- Students have the opportunity to be celebrated as Citizen of the Month at a breakfast with other citizens and their parents.
- School-wide "Links of Excellence" promote positive conduct via a reward system.
- The school environment is conducive to learning.
- RtI meetings are held regularly in order to address student needs. Case managers are assigned for follow-up.
- Resources are allocated appropriately to allow for multiple AIS positions, as well as a dedicated Intervention Teacher.

Our school's needs are as follows:

- Data indicates a need to increase the percentage of students scoring Levels 3 and 4 on the NYS ELA and MATH assessments.
- We will continue to offer workshops to keep families informed of at-home strategies that reinforce the school's instructional focus.

### Part 2 – Annual Goal

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

By June 2016, the Response to Intervention (RtI) Team will have examined 100% of the at risk students identified by teachers, using multiple data sources to develop intervention strategies at all three tiers, and to meet individual needs and increase student achievement by at least two DRA levels.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Teachers will participate in professional development that will address a common language and provide a forum for sharing of best practices during horizontal and vertical share-out at teacher team meetings.</p>	<p>teachers</p>	<p>ongoing, throughout the year - (at least 3 common preps per week and the 80 minute Monday professional learning time)</p>	<p>Rtl team, administrators, teachers, coaches</p>
<p>2. The Rtl Team will meet at least one time per month to examine individual cases using multiple data sources (anecdotal reports, frequency charts, exam histories, samples of student work) provided by the classroom teacher. Student data will be analyzed to develop intervention strategies and toolkits at each level.</p> <p><u>Tier I:</u> Classroom intervention strategies (e.g. seat change, small group, differentiated tasks), class/school wide positive behavior incentive programs (e.g. links of excellence, class lotteries) which lead to class/individual privileges</p> <p><u>Tier II:</u> Classroom teacher monitored individual behavior reports, conflict resolution, peer tutoring, at-risk group counseling, guidance conference, peer mediation, at-risk SETSS, parent outreach, Academic Intervention Services (AIS)</p> <p><u>Tier III:</u> Intervention teacher monitored individual academic and behavior reports, at-risk individual counseling, parent outreach, push-in/pull-out support, Life Space Crisis Intervention (LSCI), Therapeutic Crisis Intervention (TCI)</p>	<p>at-risk students</p>	<p>at least one time per month – September through June</p>	<p>Rtl team, administrators, teachers, School Assessment Team (SAT), at-risk SETSS, at-risk counseling, AIS, Intervention teacher</p>

3. The team will monitor the progress, evaluate effectiveness, and inform next steps.	at-risk students	ongoing –September through June  4 to 6 week cycles of intervention	Rtl team, administrators, teachers, coaches

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. LSCI methods, TCI strategies, teacher team meetings (at least 3 common preps per week and the 80 minute Monday professional learning time)											
2. LSCI methods, TCI strategies, differentiated tasks, AIS resources (e.g. Sundance Non-fiction Comprehension Kit)											
3. Rtl team meetings, teacher team meetings(at least 3 common preps per week and the 80 minute Monday professional learning time)											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, analysis of DRA will indicate an increase of at least one reading level. Particular attention will be focused on the at-risk learners addressed by the Rtl Team.
<b>Part 5b.</b> 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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
<b>Part 5b.</b> In <b>February 2016</b> , 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.

• Education Law 3012-c requires that classroom teachers who have been assigned primary responsibility for a student’s learning in a subject/course with aligned performance measures be evaluated according to the Advance System.

• Review of overall Advance observation data indicates a need to improve teacher effectiveness. As per the system, 10% of the ratings of all components were Highly Effective, 71% were Effective, 16% were Developing, and 3% were Ineffective.

Our school's strengths are as follows:

- Administration meets all deadlines related to Measures of Teacher Practice.
- During common planning time, teachers share best practices and look at student work to inform instruction.
- Teachers receive timely, actionable feedback with specific recommendations to impact student learning.
- Literacy and Math coaches, Special Unit Coordinator, and Intervention teacher provide in-house professional development and support.
- Resources are allocated to provide professional development opportunities from support organizations (e.g. CITE, CEI-PEA).

Our school's needs are as follows:

- We will continue to analyze current Advance observation data to provide targeted professional development.

### **Part 2 – Annual Goal**

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

By June 2016, 100% of teachers (K-5) will be observed as per their option selection, via the Teacher Evaluation and Development System, and improve by one level in at least one component.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Administrators will participate in job embedded support.</p>	<p>administrators</p>	<p>ongoing - September through June</p>	<p>talent coaches, administrators</p>
<p>2. Teachers will participate in professional development, including inter-visitations, to secure a lens of collaborative common language and clear expectations for effective teaching practices.</p>	<p>teachers</p>	<p>ongoing - September through June  (at least 3 common preps per week and the 80 minute Monday professional learning time)</p>	<p>teachers, coaches, UFT Teacher Center, administrators</p>
<p>3. Administrators will hold initial planning conferences, conduct observations, and feedback conferences as per option selections.</p>	<p>administrators, teachers,</p>	<p>initial planning conferences held by the end of September, observations and feedback conferences between the beginning of October and the end of March</p>	<p>administrators, teachers</p>
<p>4. Teachers will engage in collegial conversations during team meetings as they engage in Looking at Student Work (LASW) Protocols and examine their own practice as it relates to student achievement.</p>	<p>teachers, students</p>	<p>ongoing - September through June during post observation feedback conversations and teacher team meetings (at least 3 common preps per week and the 80 minute Monday professional learning time)</p>	<p>teachers, coaches, administrators</p>

**Part 4 – Budget and Resource Alignment**

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

- 1 . Advance FAQs, Advance rubrics, schedule of teacher observations with talent coach
2. on-line learning opportunities, teacher team meetings (at least 3 common preps per week and the 80 minute Monday professional learning time)
3. schedule of initial planning conferences, intake sheet detailing initial planning conference “minutes”, Advance reports detailing progress towards completion of required observations, signed observation reports
4. teacher team meeting minutes, team binder of inquiry work (LASW), a minimum of 3 scheduled common planning periods per week, the 80 minute Monday professional learning time, online learning opportunities

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

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

### **Part 5 – Progress Monitoring**

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

By January 2016, analysis of Advance data will indicate improvement by one level in at least one component by at least 50% of teachers evaluated. Particular attention will be focused on the professional development and supports offered to teachers.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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## 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.)
<b>English Language Arts (ELA)</b>	Include: <ul style="list-style-type: none"> <li>• in-class assessments (e.g. running records, performance based assessments, benchmarks, conferences)</li> <li>• Rtl referral</li> <li>• NYS ELA Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• AIS</li> <li>• At-risk SETSS</li> </ul> Multiple entry points of instruction, higher order thinking, critical analysis of text, close reading, teacher modeling, guided and independent reading	Small group	<ul style="list-style-type: none"> <li>* During the school day</li> <li>* After-school Academic Club</li> <li>* Saturday Academy</li> </ul>
<b>Mathematics</b>	Include: <ul style="list-style-type: none"> <li>• in-class assessments (e.g. performance based assessments, benchmarks, conferences)</li> <li>• Rtl referral</li> <li>• NYS Math Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• AIS</li> <li>• At-risk SETSS</li> </ul> Multiple entry points of instruction, higher order thinking, critical analysis of text, close reading, teacher modeling, guided and independent reading	Small group	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After-school Academic Club</li> <li>*Saturday Academy</li> </ul>
<b>Science</b>	Include: <ul style="list-style-type: none"> <li>• in-class assessments (e.g. unit tests, performance based assessments, conferences)</li> <li>• Rtl referral</li> </ul>	<ul style="list-style-type: none"> <li>• AIS</li> </ul> Multiple entry points of instruction, higher order thinking, critical analysis of text, close reading, teacher modeling, guided and independent reading	Small group	During the school day

	<ul style="list-style-type: none"> <li>• Grade 4 NYS Science Assessment</li> </ul>			
<b>Social Studies</b>	<p>Include:</p> <ul style="list-style-type: none"> <li>• in-class assessments (e.g. unit tests, projects, conferences)</li> <li>• Rtl referral</li> </ul>	<ul style="list-style-type: none"> <li>• AIS</li> </ul> <p>Multiple entry points of instruction, higher order thinking, critical analysis of text, close reading, teacher modeling, guided and independent reading</p>	Small group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Include:</p> <ul style="list-style-type: none"> <li>• parent concerns (e.g. family issues, self-esteem)</li> <li>• teacher concerns (e.g. self-esteem, behaviors that impede academic progress)</li> </ul>	<p>Counseling is provided by the guidance counselor, school psychologist, and/or social worker on as needed basis as recommended by the Rtl Team.</p>	<ul style="list-style-type: none"> <li>• 1:1</li> <li>• Small group</li> </ul>	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>♣ Candidates are interviewed by a hiring committee.</li> <li>♣ Interview questions reflect an understanding of best practices (CCLS, differentiation, assessment strategies, student engagement, meeting the needs of diverse learners, management).</li> <li>♣ The payroll secretary works closely with the HR point person to ensure that teachers meet all the assessment deadlines and have all the necessary documentation.</li> <li>♣ A mentor is assigned to each first year teacher.</li> <li>♣ The UFT Teacher Center provides differentiated professional development as well as additional teacher resources for all teachers.</li> <li>♣ The Literacy and Math Coaches provide demonstration lessons, differentiated support, and facilitate during inter-visitations.</li> <li>♣ The Special Education Liaison provides support to the special education teachers in areas such as curriculum, assessment, management, and goal writing.</li> <li>♣ Administration provides common planning time, internal and external professional learning opportunities, and timely feedback regarding teacher practice in relation to student achievement.</li> </ul>

#### 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).
<ul style="list-style-type: none"> <li>♣ Administration schedules at least 3 common preparation periods per week for unit planning. In addition, the Monday afternoon 80 minute sessions are utilized for professional learning.</li> <li>♣ Teachers and administrators are engaged in internal and external professional learning regarding:</li> </ul>

- CCLS aligned instruction,
- Danielson Framework, Advance,
- best practices,
- modifications for Students with Disabilities (SWD) /English Language Learners (ELL),
- paraprofessional support,
- Looking at Student Work (LASW) and monitoring progress to modify practice and meet the needs of all students.
- Teachers meet with administrators and receive feedback on teaching practices and student achievement.
- Coaches and mentors meet with teachers and provide differentiated support/resources.
- Administrators collaborate with BFSC point people on aspects including supervisory support, data, Measures of Teacher Practice (MOTP), Measures of Student Learning (MOSL), and budget.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**3b. TA Coordination with the Regular Program**

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

N/A

**Part 4: SWP Schools Only**

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

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

♣ Each year, in June, we host a Kindergarten Orientation Workshop. During this time, we welcome the parents of incoming Kindergarten students, introduce key staff members, and review aspects of our school including:

- curriculum,
- information about CCLS,

- support systems,
- parent engagement activities,
- school uniform policy,
- school celebrations and activities.

♣ The SAT conducts Turning 5 evaluations when warranted. Student needs are ascertained through the evaluation and from input from parents and pre-school. Appropriate services are provided.

Each September, all key staff members are available to help parents and students transition into Kindergarten.

#### **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.

- Teacher teams review/revise grade level mid-year and end of year assessments.
- Teacher teams design/use rubrics that effectively assess student performance and provide essential feedback.
- Professional learning time is scheduled so that teacher teams engage in norming/scoring/analyzing protocols for MOSL assessments, unit tests, performance based assessments, and running records.
- Teacher teams look at student work via a protocol in order to identify trends, refine teacher practice, and increase student achievement.
- Administrators and coaches meet with teacher teams to ascertain teacher comfort level/knowledge regarding assessment strategies and provide differentiated support/feedback.

Performance based assessments have been reflected in the pacing calendars. Teachers demonstrate data collection in a data binder. Said data is analyzed and student needs are met via small group, differentiated instruction, AIS, or when warranted a referral to the RtI Team. Student work samples are compiled in portfolios. Professional development/support is provided on an ongoing basis regarding effective assessment practices.

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

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

<b>Program Name</b>	<b>Fund Source</b> (i.e. Federal, State or Local)	<b>Funding Amount</b> Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	315,970.00	X	Section 5A -Part 3 and 4 Section 5B-Part 3 and 4 Section 5D- Part 3 and 4 Section 6
Title II, Part A	Federal	97,328.00	X	Section 5A -Part 3 and 4 Section 5B-Part 3 and 4 Section 5D- Part 3 and 4 Section 6
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,120,226.00	X	Section 5A -Part 3 and 4 Section 5B-Part 3 and 4 Section 5D- Part 3 and 4 Section 6

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

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

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

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

Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

### **Parent Involvement Policy (PIP)**

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. **PS 178X**, 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. **PS 178X** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

**PS 178X**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>178</b>
School Name <b>DR.SELMAN WAKSMAN</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Deborah Levine</b>	Assistant Principal <b>Jennifer Streppone</b>
Coach <b>Allyson Hayden, Literacy</b>	Coach <b>Jean Staudt, Math</b>
ENL (English as a New Language)/Bilingual Teacher <b>Majda Zayed</b>	School Counselor <b>Debra Penata</b>
Teacher/Subject Area <b>Emily Gunther, Special Educati</b>	Parent <b>Delease Jenkins</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Yvette Vasquez</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	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	1	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)	490	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	21	<b>Newcomers</b> (ELLs receiving service 0-3 years)	19	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	8	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	19	8	1	1	0	1	1	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	4	1	3		2								0
Chinese														0
Russian														0
Bengali														0
Urdu		1												0
Arabic														0
Haitian														0
French														0
Korean			1											0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		4	1									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (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					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									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.  
 The school uses DRA and Ready Gen assessments and other teacher-created assessments. This data indicates that the students need instruction in reading and writing. Our school plan includes a 100 minute literacy block to provide differentiated and scaffolded instruction .
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data shows that students perform lower on the reading and writing subtests.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The data reveals that students are scoring lower in reading and writing than in speaking and listening. As a result of the data, we put more emphasis on teaching reading and writing.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

4.a. N/A- Most students opt to test in English

4.b. Information from the Periodic Assessment is used to set new goals for each student in order to target their needs using ESL/ENL strategies and differentiated instruction.

4.c. The Periodic Test indicates that our ELLs' performance is lower in the reading and writing modalities. The native language is not used for testing in our school, but we provide our students with copies of the tests in their native language. It happens that students in our school always opt to take the test in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

We use data to guide instruction for ELLs by providing differentiated instruction in all academic areas. Teachers scaffold instruction using visual aids and realia to enhance students' learning. They also rely on modeling, bridging and schema building. They use the Point of Entry Model to encourage active participation that facilitates the learning process. Teachers also use Word of the Day and word walls within their classrooms. A print rich environment aides the ELLs in gaining English language proficiency. The Ready Gen Literacy Program includes a special section for differentiated and scaffolded instruction for ELLs. When ELL students are brought up to the RTI team, classroom level achievement is analyzed via multiple data sources. In addition, targeted supplemental supports are provided and progress is monitored over a 4 to 6 week cycle. We also use technology, such as the SMARTboard interactively during instruction.

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

We base all instructional decisions on our observations and test scores. Multiple data sources include; beginning of the year inventories, chapter and unit tests, benchmarks, and where applicable, State Tests. Professional development in teacher effectiveness ensures that all teachers are addressing student needs across the curriculum.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A - We do not have a dual language program. We have a very small population of ELLs. However, when we have enough students to form a class, we will create one.

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

We evaluate the ESL/ENL program we have at our school based on a number of factors. Classroom teachers and the ESL/ENL teacher articulate often to discuss student progress and exchange useful working strategies. Formal assessments and test results (NYSITELL, NYSESLAT) in the four modalities are also shared with the classroom teachers to target and differentiate instruction for ELLs. In addition, we look at student performance in formative, Periodic and State Tests. Finally, we look at the number of years a student has spent in the ESL/ENL program and analyze the area(s) of growth and weakness. Rubrics, teacher observations and teacher made tests are also used to evaluate the success of our program. We continuously work to analyze need and growth.

## 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.

At the time of registration, Ms. Zayed, the certified ESL/ENL bilingual teacher, begins the screening process for possible ELL students. She conducts an oral interview with the newly admitted student and their guardians. The families are given the HLIS and are helped by Ms. Zayed or another staff member who speaks the family's native language to complete the form. Ms Zayed will then determine eligibility for the NYSITELL test based on the HLIS and the RLER\_ATS report, which lists students eligible to take the LAB-R. Then within the first 10 days of school Ms. Zayed administers the English NYSITELL to all newly eligible students. All students with an HLIS indicating Spanish language and who do not pass the NYSITELL are given the Spanish LAB Test. Ms. Zayed (acting as pedagogue) administers the Spanish LAB with the help of a Spanish-speaking staff member. ). When Ms. Zayed is not available, the pupil Accounting Secretary calls another licensed teacher (acting as pedagogue) to conduct the oral interview to newly admitted students and their guardians. Ms. Zayed creates a list of all newly admitted students who do not pass the NYSITELL and all ELLs who did not pass the spring NYSESLAT. Students who are on this list become eligible for ESL/ENL or a bilingual program based on parents' selection of program during the parent orientation. During this orientation, parents learn about different bilingual programs available throughout New York City. They watch a video explaining these programs. At the end of this parent orientation, parents are asked to fill out the Program Selection form where they choose a language program for their child. Ms. Zayed helps parents in completing the Program Selection forms. Students are placed in programs according to their parents' selection.

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).

Newly identified ELLs in grades 3-5 whose results on the NYSITELL are at the beginner, intermediate or emerging level of proficiency are then identified for ESL /ENL service.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team (School Psychologist, Special Education Coordinator, and ESL Teacher) determines if the student has language acquisition needs and should take the NYSITELL.

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 ESL/ENL teacher distributes the letter within 5 days of administering the NYSITELL.

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

During the parent orientation meeting parents are informed that they have the right to appeal within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

First, a letter is sent to all guardians of ELLs inviting them to an initial group meeting (Parent Orientation) in mid-September. The orientation is offered multiple times throughout the year. Parents are also invited to meet individually with the ELL teacher to discuss their children's needs and how these needs will be met. During the Parent Orientation, (which takes place within 10 school days), parents watch a video before completing the option letter (program selection). The video is available in English and the parent's home language. The three available language programs are explained. Then, parents are asked to make their program selection. The trend we have noted is that all parents here have opted for our ESL/ENL free standing program, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, guardians are introduced to the ESL/ENL teacher who explains the program options and more specifically, our free standing program. In the case where a parent might choose a bilingual program, we facilitate placement for the student in a school where the selected program is available. Our bilingual parent coordinator is available during this group meeting to help in the Spanish language translation. Parents are also informed that when 10 to 15 students per grade are on register, the school's plan is to open a bilingual class. The school keeps records of parents' program selections so that parents can be contacted when a bilingual program is available at our school.

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

The Home Language Survey is given and completed at the time of registration. Ms. Zayed conducts the oral interview with parents and the newly admitted child. Upon completion, the ESL/ENL teacher completes and signs the home language survey and determines NYSITELL eligibility. Parents or guardians receive their entitlement letters within five days of administration of NYSITELL. They are invited to a parent orientation within 10 days to make their program selection. The Parent Survey form, program selection, entitlement letters and other parent letters are available in both English and the parents' native language. For families who fail to respond Ms. Zayed makes every effort to reach them via second and third invitation letters. If she is unsuccessful, she tries reaching them by phone and invites them to a separate orientation meeting where they can complete their program selection forms. If all attempts fail and the program selection form is not returned, then the student is placed in our ESL/ENL program (default program). The ESL/ENL teacher continues to make outreach to families via phone and/or letters. Ms. Zayed makes copies of all parents' outreach letters, such as entitlement or non-entitlement, continuation or discontinuation of service, tear-offs, invitation to the orientation, and placement letters. She keeps them in the ESL compliance binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In very rare cases a parent might not return the program selection form. The ESL/ENL teacher maintains a list of parents who have not completed and returned these documents. The ELPC function in ATS is reviewed weekly.

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

Placement notification letters are distributed during the parents' orientation within 10 days of the student's enrollment. If parents don't attend orientation, the placement letters are sent home with the students. Copies of the placement notification letters are kept in the ESL/ENL binder.

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

The school keeps copies of all documents for each student in our ESL compliance binder.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher runs the R-LAT-ATS report, which lists all students who are eligible for the ESL/ENL service and for taking the NYSESLAT test. She adds to the R-LAT list all newly tested students who did not pass the English NYSITELL. Then the ESL/ENL teacher sends letters to parents of all ELLs informing them of the upcoming NYSESLAT test. A NYSESLAT team is formed consisting of

administrators and scorers. A testing and make-up schedule is prepared. All sections of the test are administered following the guidelines outlined in the test administration manual.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters are sent to all students who remain eligible for ESL/ENL service including those who are at the transitional level. These letters are distributed within 10 days of the beginning of the school year and/or admission into the school. Students who are at the transitional level receive such letters for 2 years after exiting the ESL/ENL program.
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).

The trend that appears is that parents choose the Freestanding ESL program that our school offers.

#### Program Selection /Parent Choice

Year	ESL	Transitional Bilingual	Dual Language
2014-2015	21	0	0
2013-2014	13	0	0
2012-2013		12	0
2011-2012		9	0
2010-2011		21	0

As previously stated, the program models offered at our school are aligned with parents' request

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Instruction is delivered via the pull-out/push in model. Based on the new CR Part 154, students are grouped in no more than 2 contiguous grades unless in special education. All students receive the mandated amount of standalone ESL/ENL and integrated ESL/ENL instruction.
  - b. TBE program. *If applicable.*  
At this time we do not have a TBE program.
  - c. DL program. *If applicable.*  
At this time we do not have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
All students receive their mandated ESL/ENL service minutes in full and according to CR Part 154 which is as follows:

Level ESL/ENL	Total # Units of		
	Standalone	Integrated	Standalone or Integrated
Beginner/Entering	2	1	0

Low intermediate/Emerging	2	0.5	1	0.5
Intermediate/Transitioning	1	0	0.5	0.5
Advanced/Expanding	1	0	1	0
Proficient/Commanding	0.5	0	0.5	0

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.
- A variety of content areas are addressed in the ESL classroom using activities encouraging language acquisition. Time is spent on specific math and science language, as well as general English language development. Our ELA program intergrates science and social studies. During ESL/ENL class, Science and Social Studies themes are addressed and aligned with CCLS and the six shifts. Students learn vocabulary and language structures that scaffold on what they are doing in their mainstream classrooms. This facilitates student access to classroom learning. Programs such as the Globe science program as well as the SEED programs are implemented in the ESL/ENL classroom using the multiple-intelligence strategies and best practices. Ms.Zayed conducts small group lessons that are aligned with grade curriculum. Ms Zayed scaffolds her instruction using visual aids and realia to enhance student learning. In addition, she uses ESL strategies such as modeling, bridging, and schema building. She continues to focus on developing language skills aligned with the standards to help the ELL population achieve the same high standards as their peers. Differentiated instruction is used to help meet student needs. Texts are adapted, reproduced and scaffolded appropriately for the ELL students. Organizers, sentence starters, vocabulary front loading, TRP (Total Physical Response), SIOP and backward design techniques are used to help students in schema building. She also follows the curriculum mapping of ReadyGen and plans lessons aligned with the classroom teachers' plans. The SMARboard supports all ESL/ENL instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- If the student is Spanish-speaking, the certified ESL/ENL teacher administers the Spanish Lab Test at the beginning of the year. Since we only offer ESL/ENL, we do not give children instruction in their native language. However, when taking the NYS math and science standardized test, students are offered a copy of the test in their native language if this practice has been followed during the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- The ESL/ENL teacher conducts ongoing formal and informal assessments for listening, reading, speaking, and writing throughout the year. The periodic assessment test is administered to all 3-5 ELLs twice a year to track growth in the four modalities. Storytelling and re-telling are used to measure the speaking and listening modalities as per assessment rubrics and checklists. Also, rubrics are used in each lesson and activity to measure and track understanding. Guided and independent reading are used to measure reading improvement. MyOn essay writing and rubrics are used as a writing assessment. Finally, NYSESLAT, which tests the four modalities, is administered each spring to all ELLs.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- The ESL teacher uses the following ESL strategies:
- Vocabulary front loading
  - Adapted texts
  - Schema building graphic organizers
  - Visuals, realia, hands on activities, experiments, and manipulatives
  - TPR techniques
  - SIOP approach
  - Backward Design approach
- It should be noted that classroom teachers are currently using Ready Gen in the literacy block. The ESL teacher also uses it with her ELLs. Ready Gen addresses the needs of ELLs in that it has special sections designed for differentiated and scaffolded instruction.
- a. SIFE students- Instuction is conducted in small groups to provide individualized support. The ESL/ENL teacher assesses each student as per the written goals and subsequently creates action plans. The student receives differentiated instruction

using the four modalities in reading, writing, listening and speaking. Articulation between the ESL teacher and the classroom teacher insures continuity of instruction. A non-English speaking SIFE student is placed with a teacher who speaks the same native language. The ESL room is equipped with books on tapes, posters, picture cards, realia and illustrations.

b-Newcomers or ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ESL/ENL teacher to assess specific language and cultural understanding and/or barriers. The teachers regularly discuss their findings in order to develop tools to meet individual needs. Articulation between the classroom teacher and the ESL teacher maintains continuity of instruction. Needs are addressed through a variety of language learning methods. Lessons about American customs and cultural norms help students become comfortable with new traditions. Students are often the experts, teaching others about their specific culture and traditions. When we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, we provide materials in the child's language. In the case of special education ELLs whose IEP mandates a bilingual program and whose parent requests that the student attends our school, a paraprofessional who speaks the native language is assigned. ELLs are given test prep classes in addition to English language instruction.

d-Long term ELLs - Since we are a K-5 school, sometimes we have ELLs who are receiving 4-6 years of service. NYSESLAT scores of such students are analyzed to determine in which modality(ies) additional support is needed. Strategies for the ESL/ENL class and the mainstream classroom are put into place and detailed in the A.7.1 report. These students are discussed at the school's Response to Intervention team meetings to determine if additional interventions are warranted.

d- Former ELLs - ESL/ENL instruction is provided to support students for an additional two years after they exit ELL status. The support is in the form of a 90 minute block per week of ENL instruction. Students receive testing accomodation during these two years.

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.  
These identified students will be closely monitored with at least 4 benchmak assessments.
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?  
Instructional strategies include modeling, guided and independent practice, and schema building. The ESL/ENL teacher uses realia, Universal Design for Learning, RTI, strong Tier 1 high quality instruction, small group instruction, modifying and adapting text level, Sheltered Instruction (SIOP), TRP strategies, graphic organizers, vocabulary development, re-wording of instructions, usage of sentence starters, use of: just right books, audio visual aides, pictures, reviewing student data, picture cards, games and activities that reinforce academic skills, role play and dramatization. These strategies are designed to help students achieve grade level in all areas. . The focus of all lessons is to increases the acquisition and the development of the English language in the four modalities of listening, speaking, reading and writing. Technology such as laptops and SMARTboards are used to support ELLs in their home classrooms.
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?  
For the students with special needs, IEPs are reviewed and revisited throughout the year. The ESL/ENL teacher and the classroom teacher collaborate to create a plan of instruction that best serves these students. Appropriate ESL/ENL goals are formulated and included in the IEP. These goals direct both the ESL/ENL teacher and the classroom teacher to provide the most appropriate instruction in regards to learning style and functional level. The ESL/ENL teacher also collaborates with other service providers. In addition to this, the ESL/ENL teacher writes action plans for each ELL who is an SWD. In the action plan, ESL/ENL goals are written targeting the four ESL modalities. Differentiated instruction both in the students' classroom and in ESL/ENL is provided to SWDs. Programming allows for mainstreaming, integrating, and/or interclassing for specific subject area when warranted. When there is a need for a para who speaks the student's native language, we assign one. We also provide PD for ESL/ENL and special education teachers. Via small group instruction, we re-teach and reinforce skills that are not mastered. Starting Sept, 2015, we will begin implementing the new changes of CR-Part 154. At this time, we will form a language proficiency team for students entering our school with an IEP to determine if the student has language acquisition needs and should take the NYSITELL or not.

Chart

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

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

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

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



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

Chart

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

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

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

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

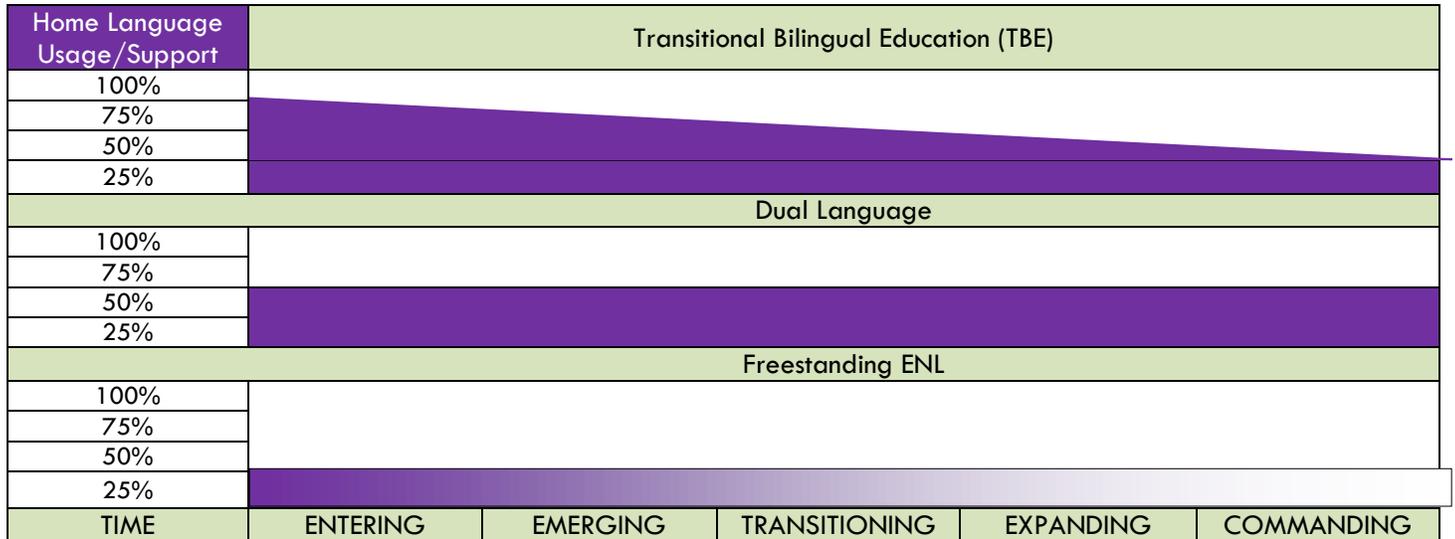


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention services across the curriculum can include but are not limited to: use of modified and leveled text, explicit phonics instruction, differentiated instruction based on students' data, use of graphic organizers, small group instruction, guided and interactive reading, interactive and guided writing, and reading comprehension activities with specific emphasis on inferring, reading and solving word problems.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
According to last year's NYSESLAT results, 70% of the ELL students improved at least one level.
12. What new programs or improvements will be considered for the upcoming school year?  
If funds become available, a new healthy eating program will be implemented. This program will include lesson plans and activities geared toward teaching students about healthy eating. Also, if funds are available educational trips will be planned for ELLs and their parents. In addition, the ELL classroom will be furnished with laptops.
13. What programs/services for ELLs will be discontinued and why?  
No programs/services for ELLs will be discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs. These programs include: attendance on school trips, participation in school spelling bee and science fair. They also participate in a grade assembly programs and a dance festival. Parent coordinator book club is also offered to ELL students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
ELLs are supported with all the instructional materials as their English dominant counterparts. These materials include Ready Gen and Go Math. In addition, leveled texts (fiction and non-fiction) are used to allow students with varied reading levels access to information. In terms of technology, students use various sites including Brain Pop and Brain Pop Jr.. MyOn Readers are also used to support literacy instruction. All classrooms including the ESL/ENL room are outfitted with new SMARTboards as well as new laptops. All instruction is delivered in English. However, materials such as math, science, and social studies text books are available in Spanish as additional supports.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
  
The school has an ESL/ENL program that is delivered in English. However, all languages are honored and supported. For example, when we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, when possible, materials including math, science, and social studies textbooks are provided in the child's native language. In the case of special education ELLs whose IEP mandates a bilingual program, and whose parent requests that the student attends our school, a para who speaks the child's native language is assigned. Ready Gen, our literacy program, helps us to incorporate cognates in our teaching to all students, particularly supporting our ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Students are grouped as much as possible with like age/grade levels. We group our ELLs in pull-out and integrated push in models. Based on the new ESL/ENL regulation of CR Part 154 there are no more than two contiguous grades in the stand alone model unless the student is receiving special education services. The groupings for September will be K-1, 2-3, and 4-5.
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).  
Our plan is to have an event at the beginning of the school year. We will invite our former ELLs and the newly enrolled and their parents. We can educate parents about our school programs and services.
19. What language electives are offered to ELLs?  
Since we are K-5 grade, we don't offer any language electives in our school.
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 - We do not have a Dual Language Program.

## 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.)  
Professional development opportunities are available to all staff in our school, including general and special education teachers, the assistant principal, paraprofessionals, guidance counselor, and parent coordinator. The secretaries attend professional development offered by the UFT and the parent coordinator attends professional development offered by the district. The ESL/ENL teacher participates in all PD that is offered by the district. Also, the ESL/ENL teacher attends staff meetings and school PD days in order to learn more about school initiatives and programs. The ELL teacher has attended PD on: Differences Between Social and Academic English and How to Use Social English to Bolster Academic English; General Best Practices, Focusing on Interactive Techniques; Understanding Second Language Learning: Stages of Acquisition; Scaffolding; Encouraging Language Production, and close reading strategies. The ESL/ENL teacher articulates with teachers of ELLs to offer strategies to improve the English Language Proficiency of the students. Our professional library includes texts such as, Learning to Learn a Second Language and Scaffolding Language, by Pauline Gibbons. Our full time ESL/ENL teacher provides professional development to our staff and she shares best practices and strategies used with ELLs.
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?  
The ESL/ENL teacher at PS. 178 attends as many professional development sessions as possible. She attends all professional development sessions offered by our district, as well as, the Bilingual Education Technical Assistance Center (BETAC). The ESL/ENL teacher is informed of new approaches in ESL instruction, new state standards, and any new regulation regarding the ESL/ENL program or new state tests including CR Part 154. The aforementioned professional development sessions help and enhance the ESL teacher's skills so she can better meet the ELLs educational needs. Network professional development included SIOIP training. Professional Development is offered through BETAC at Fordham University. The ESL teacher participated in a workshop about Common Core Learning Standards and how to apply them with ELLs. She shares newly learned strategies with classroom teachers who work with ELLs, as needed. Our network specialist is available to meet with the ESL teacher in person, via e-mail, and by phone to discuss any issues or concerns she or the school might have regarding the ELLs or the ESL program. The ESL teacher documents the PDs she attends in the school ESL Compliance Binder.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The guidance counselor and parent coordinator counsel families on finding the middle school with the most appropriate setting for students given their language needs. Middle school open house information is disseminated to the families of graduating students. Transition work packets are provided by the receiving middle school. Also, the ESL strategies taught to ELLs can assist them as they transition from elementary school to middle school and become independent learners.
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.

Classroom teachers are supported by the ESL/ENL teacher, as well as by the Network Support Specialist. All teachers are given formal and informal training in helping ELLs. The ESL teacher confers and articulates with classroom teachers. In addition, she presents ESL/ENL workshops for all staff. All teachers receive 15% of professional development hours dedicated to ELL specific strategies. The ESL/ENL teacher documents the PDs she attends and the PD she offers. This is documented in the ESL/ENL Compliance Binder.

The following are some of the topics covered for the aforementioned professional development required number of hours:

- State Testing and Testing Modifications
- Promotional Criteria for ELLs
- Theories of Language Acquisition and Implication for Teaching ELLs
- Using Various Modalities of Instruction to Reach English Language Learners
- Guided Reading, ESL Strategies for Success in Reading
- Using Scaffolding in Teaching Writing Strategies for ELL Students
- Differentiated Instructions for ELLs
- Enhancing Literacy Through Read Aloud

Also, the secretaries and Parent Coordinator receive professional development regarding their special role in assisting ELLs and their parents. The schedule of upcoming professional development days to be conducted by the Office of English Language Learner (OELL), or by BETAC will be posted in the main office and be made available for all personnel.

### 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 individual meetings will be scheduled throughout the school year. These meetings will be offered at convenient times for parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents can be active participants by volunteering on school committees or within the classroom (field trip chaperones, special projects, writing celebrations, etc.). Parents are also invited to participate in the Learning Leader program. For ELL students, engagement begins with a letter introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (Parent Orientation which is offered multiple times so as to accommodate everyone). Parents are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child is also explained. All parents here have opted for our ESL/ENL stand alone model rather than transferring their children to dual language transitional or bilingual programs at other schools. When students enter the school in the middle of the year, parents/guardians are introduced to the ESL/ENL teacher who explains the program options. During the school year, on-going meetings are held and telephone calls to parents are made as needed or as-requested to encourage and support parent/guardian involvement with ELLs. Parents are encouraged to use their native language and to build literacy at home as well as in extracurricular settings. The native traditions and cultures of our students are shared and celebrated. The ESL/ENL teachers provide parents with websites where they can have access to great books in other languages such as Spanish. Also, ELL families are invited to all school events (Curriculum Night, PTC, parent workshops, assemblies, dances, and Parent Association meetings). Finally, the parent coordinator and administrators inform families about PDs for parents whenever they are offered by the city or by our district. When warranted translation services are provided for ELL families.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents including parents of ELLs are invited to all workshops at our school. Our parent coordinator in conjunction with the Learning Leaders' Liaison as well as our literacy and math coaches have conducted parent workshops detailing instructional expectations, CCLS and teaching strategies/practices. Parents are also invited to workshops provided by Common Sense.
5. How do you evaluate the needs of the parents? To evaluate the needs of the parents the parent coordinator analyzes surveys sent to families to determine preferred workshop topics (e.g. homework help, testing, study habits). In addition, administration works closely with the PA to assess and address parent needs. Workshops are also offered to disseminate new information (e.g. CCLS). The parent coordinator assists in securing translation services for our parents.
6. How do your parental involvement activities address the needs of the parents? Parental involvement activities are similar to those offered to English speaking families (e.g. parent workshops, Learning Leaders training, Curriculum Night, PTC). They inform parents about the school curricula, the activities and units that students are studying in school, and the progress their children are making. We provide parents with translated materials, interpreters, and meetings on an ongoing basis. We also provide them with websites where they can find books for their children in their native language. We provide them with the Parents' Translation Guide as well as with telephone numbers where they can access such service. The parent coordinator assists in securing translation services for our parents.

### D. Additional Information

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

## **Part VI: LAP Assurances**

School Name: **Dr. Selman Waksman**

School DBN: **11X178**

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)
Deborah Levine	Principal		
Jennifer Streppone	Assistant Principal		
Yvette Vasquez	Parent Coordinator		
Majda Zayed	ENL/Bilingual Teacher		
Deleese Jenkins	Parent		
	Teacher/Subject Area		
Emily Gunther	Teacher/Subject Area		
Allyson Hayden, Literacy	Coach		
Jean Staudt, Math	Coach		
Debra penata	School Counselor		
Maria Lopez	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 11x178**      **School Name: Dr. Selman Waksman School**  
**Superintendent: Maria Lopez**

### Before you begin, please check the following:

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

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

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

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

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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.

Parents of all incoming students are asked to complete the New York City Department of Education "Parent/Guardian Home Language Identification Survey". Using the information gathered from the language survey, parent interviews, and blue emergency cards, and ATS reports the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There is a bilingual (Spanish) Parent Coordinator at our school who provides translation support as necessary. The school social worker also provides translation support (Spanish) to families through out the school year. In addition, there are several parent learning leaders and volunteers who help to facilitate communication with parents and family members who require translation or clarification. The major finding regarding the needs of parents' written and oral interpretation needs is that a majority of parents feel that English/Spanish translation of newsletters, parent-teacher letters and parent reports provide appropriate opportunity for parents to keep informed about school curriculum, instruction, assessment and special programs. In addition, we provide translation in several different languages, as needed, with our changing enrollment. The school has several bilingual staff members who join conferences, meetings, and orientation programs to ensure that all parents and visitors can understand and participate. For example, during the mandated E.S.L Parent Orientation, the ESL teacher serves as a guide for parents and is available to answer questions in English and the Parent Coordinator helps in translation if needed. Parent feedback indicates that parents are highly satisfied with all aspects of their child's educational program and feel that the school communicates frequently with them.

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

English  
Urdo  
Twi  
Spanish

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

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

Newsletters

All notification ESL/ENL letters

Home Language Surveys

Invitation letters to ESL/ENL Orientation

Calendars

Parent-teacher conference announcements

After school program information

New York State testing dates

General overview of student curriculum

School correspondence

Parent hand book

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.

Curriculum Night - September 17<sup>th</sup> , Parent Teacher Conference Night -November 5<sup>th</sup>  
 , Parent Teacher Conference-March 3<sup>rd</sup> , and Parent Night-May 12<sup>th</sup>  
Ongoing Tuesday afternoon parent conferences  
ESL/ENL Parent Orientation during September

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

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

Our school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame of thirty days. As described, upon request, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences to ensure that parents communicate effectively with the school regarding critical information about their child's education. Our school will provide translation and interpretation services to parents when needed. This information is posted on the Parent Association bulletin board, which is located at the main entrance of the building. The Parent Coordinator also has a copy of this information and she shares it with all parents.

Our school plans to have written translation services in the primary language(s) of parents for a variety of purposes throughout the school year. We plan to provide this service by the Translation and Interpretation Unit and by school staff. We plan to translate school, district, city, and state communications into Spanish and other languages prior to being sent home. Our school's bilingual social worker and the Parent Coordinator provide oral and written support and translation services to families throughout the year.

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.

Most Spanish translation is conducted by our Parent Coordinator. If other language translations are required we seek the assistance of the Translation and Interpretation Unit. When necessary outside vendors are contacted for language support.

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

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

The school will ensure the use of translation services with the following:

The principal will designate a Language Access Coordinator (LAC) in Galaxy.  
The LAC will attend an in -person or online training.  
-The LAC will provide professional development to the staff in this area..

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

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

### Checklist of Notification Requirements

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

PS. 178 believes in the importance of ensuring that all parents of ELLs are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education as described by the Department of Education, the full text of Chancellor's Regulation A-663(Translations). In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame of thirty days. As described, upon request, the school provides interpretation services for parents at group and one-on-one meetings to ensure that parents communicate effectively with the school regarding critical information about their child's education. The Parent Coordinator will inform parents of translation services that are available..

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

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

We ask the parents to complete the parents survey which is available in their preferred language.