



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **12X195**

School Name: **P.S. 195**

Principal: **UNAL KARAKAS**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 195 School Number (DBN): 12X195
Grades Served: Elementary School PK-5
School Address: 1250 Ward Avenue, Bronx, NY 10472
Phone Number: (718) 861-4461 Fax: (718) 861-7935
School Contact Person: Jeffrey Eason Email Address: jeason@schools.nyc.gov
Principal: Unal Karakas, I.A.
UFT Chapter Leader: Gary Gonzalez
Parents' Association President: Terry Cintron
SLT Chairperson: Saheena Hylton
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Edith Arellano
Student Representative(s): N/A
N/A

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1970 West Farms Road, Bronx, NY 10460
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: (718)328-2310 Fax: (718)542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Ave, Bronx, NY 10462/1 Fordham Plaza, Bronx, NY
Director's Office Address: 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718)828-7776/(718)741-8895 Fax: (718)828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) 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)
Unal Karakas, I.A.	*Principal or Designee	
Gary Gonzalez	*UFT Chapter Leader or Designee	
Terry Cintron	*PA/PTA President or Designated Co-President	
Exempt	DC 37 Representative (staff), if applicable	
Edith Arellano	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Saheena Hylton	Member/ Teacher	
Jessica Renovales	Member/ Teacher	
Mildred Roldan	Member/ Title I	
	Member/ Treasurer	
N/A	Member/	
N/A	Member/	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

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

P.S. 195 is an elementary school with 980 students from grade Pre-K through grade 5. The school population comprises 18% Black, 78% Hispanic, 1% American Indian or Alaskan Native, 1% Native Hawaiian/Other Pacific Islander and 2% Asian students. The student body includes 25% English language learners and 9% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2013-2014 was 92.5%.

P.S. 195 is dedicated to ensuring that each student develops the skills required to achieve the highest levels of academic excellence. Through a partnership between parents, staff, and community, every child will gain a significant sense of compassion, fellowship, society, and develop a deep understanding acquired through the meaningful exploration of Literature, Mathematics, the Arts & Humanities, and Science. The activities implemented in every aspect of the learning environment will encourage inquiry, creativity, and the application of reasoning to instill and promote lifelong learning.

The 2014-2015 Quality Review included the following areas of celebration:

Findings

School leadership is developing opportunities for teachers to be engaged in structured, professional collaborations to develop curriculum, analyze student work and plan instruction.

Impact

The work of teacher teams is beginning to result in improved pedagogy and student progress on school based assessments.

The 2014-2015 Quality Review included the following areas of focus:

Findings

The school's faculty has started to use common assessments across subject areas to determine student progress. Teachers use assessment, rubrics and grading policies, but the feedback to students is limited. Across classrooms assessment practices reflect the inconsistent use of ongoing checks for understanding.

Impact

Uneven levels of adjustments in curricula and instruction during instructional time limits meeting all students learning needs.

Additional findings from the 2014-2015 Quality Review included:

Findings

Instructional practices across classrooms are beginning to be informed by the Danielson Framework for Teaching, but do not consistently provide multiple entry points into the curricula with challenging tasks to engage all learners. Furthermore, high-level student work products and discussions were not evident across most classrooms.

Impact

Although classes consisted of a diverse student body across classrooms, academic tasks were not scaffolded to engage all learners and, therefore, not all students' work products and discussions reflected high levels of student thinking and participation.

Findings

Instructional practices across classrooms are beginning to be informed by the Danielson Framework for Teaching, but do not consistently provide multiple entry points into the curricula with challenging tasks to engage all learners. Furthermore, high-level student work products and discussions were not evident across most classrooms.

Impact

Although classes consisted of a diverse student body across classrooms, academic tasks were not scaffolded to engage all learners and, therefore, not all students' work products and discussions reflected high levels of student thinking and participation.

Findings

School leaders and staff are developing feedback systems to communicate expectations to both families and students. Teacher teams establish a culture for learning and are developing feedback and guidance supports needed to help prepare students for the next level.

Impact

Feedback to families and students lack detail and clarity needed to help students prepare for the next level and clear expectations for/towards progress to achieve expectations for college and career readiness are not fully developed.

12X195 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	967	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	84.0%	% Attendance Rate		90.8%
% Free Lunch	87.2%	% Reduced Lunch		0.5%
% Limited English Proficient	23.1%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		20.2%
% Hispanic or Latino	75.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>3.2 The school works to ensure that the implemented curricula is appropriately aligned to the CCLS; we will provide consistent and systematic support to all teachers across grades and subjects in order to assess and determine what students need to know across all grades. This will be accomplished at Monthly grade meetings where student work will be assessed. Grade leaders will meet monthly to share trends and patterns within their grade level classes.</p>		
<p>3.3 Teachers formally participate in grade-level meetings to discuss and align unit plans to CCLS across their grade; we will create CCLS aligned pacing calendars and unit plans across all grades that expose students to a progression of sequenced complex materials in order to promote higher-order thinking skills and help students analyze information.</p>		
<p>3.4 The school leaders create opportunities for grade-level teacher teams to work on a regular basis, ensuring that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology, and other enrichment areas; we will create opportunities for all teachers to work in partnerships within and across grades vertically and horizontally on a regular basis targeting what is taught and why it is taught.</p>		
<p>3.5 The school collects timely data to identify patterns of student learning and shares it with teachers and instructional staff that leads to the differentiation of instruction and identification of student needs, in order to promote high levels</p>		

of student learning and success; however, data sources (formative and summative) will be utilized in order to adjust instruction to meet the needs of all learners.

Our priority need is to ensure that implemented curricula is appropriately aligned to the CCLS provides instruction that is customized, inclusive and motivating for our students. We will identify points of entry that are appropriate for all of our students. Our students will be actively engaged in activity that is rigorous and develops critical thinking skills.

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016 teachers in Grade K to 5 will engage in higher order questioning techniques through the use of Depth of Knowledge strategies, resulting in a 3 percentage point average increase of students scoring at or above proficiency levels as measured by the New York State ELA and Math exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will participate in professional development opportunities provided at the school-level, as well as at the district level, to ensure that a variety of strategies are being implemented to accommodate diverse learners, allow for flexibility in instruction, and maximize instruction.</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>All teachers (K-5), Staff Developers, Assistant Principals, and Principal</p>
<p>Utilizing various data sources, the school will identify trends across grades to appropriately</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers, Data Specialist, AIS Providers and SETTS</p>

<p>differentiate to meet the needs of diverse learners. The data will also be used to monitor interim progress of at-risk students, SWDs, ELLs and high-need subgroup populations. Implementation of an afterschool program will also support this goal.</p>			
<p>Utilizing the allocated parent involvement time on Tuesdays, school leaders and staff will provide additional tutoring to both, parent and students, to facilitate the home-school connection. We will also utilize the NYCDOE school site, office broadcast, and Twitter to inform parents of upcoming events.</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Data Specialist, AIS Providers and Staff Developers</p>
<p>Teachers will allow students to discuss higher order thinking questions utilizing Depth of Knowledge strategies to deepen their understanding across the curriculum. Teachers will confer with students, allowing students the opportunity to reflect on their learning and areas of need. In turn teachers will utilize this information to adjust their instruction and plan accordingly. During inquiry sessions teachers will utilize the tuning protocol to engage in professional conversations, which will allow them to analyze student work and teacher practice, providing the presenter with collegial feedback.</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>School staff, parents, students, and 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.

We will acquire services from Generation Ready. One (1) consultant will provide fifteen (15) days of service over the course of the year. Teachers, Service Providers, Data Specialist, Staff Developers, and School Leaders will work collaboratively with Generation Ready staff to achieve this goal. The school will utilize Treasures Reading/Language Arts texts and 6+1 Traits of Writing in conjunction with the Workshop Model to allow for flexibility, differentiation, and targeted instruction. The afterschool program will be offered to all students (grade 2-5). We plan to hire 15 teachers two days a week for 1 hour (15 teachers x 1 hour x 40 sessions). Administration will accommodate scheduling needs as needed.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

In February 2016, Mid-year ELA and Math benchmarks will be administered and analyzed to determine the percentage of students performing at or above proficiency levels. Grade leaders, staff developers, and data specialist will meet to review the pacing calendars and unit plans for ELA and Math, to discuss and make necessary revisions based on the results of the benchmarks.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>5.2 The school has developed a system to address the social and emotional developmental health needs of students, which allows them to refer and support developmental health and academic success of students; however, the school needs to increase the use of data to identify areas of need that impact students.</p>		
<p>5.3 The school has developed an understanding of the skills and behaviors connected to student's social and emotional health through the school-wide use of the Safety Ownership Attitude and Respect matrix to support students social, emotional, and academic growth; however, the school needs to continue to build adult capacity in terms of supporting students’ social and emotional developmental health.</p>		
<p>5.4 The school has established a safe environment for students both socially and emotionally through the use of Positive Behavior Intervention Program; however, teachers still struggle with their role in supporting students’ social and emotional development, and how it ties into the school vision, hindering them from supporting students to this regard, or articulating this support to parents. ngomessist o how this data and nd school aides, plan accordingly.will utilize</p>		
<p>5.5 School leaders and staff, to include but not limited to teachers, deans, data specialist, paraprofessionals and school aides, will continue to work together to utilize data Online Occurrence Report System, I-Log reports and observed behaviors in various settings to respond to students’ social and emotional developmental health needs.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will continue implementing the Positive Behavioral Intervention Service to improve student behavioral outcomes and build positive school climate as well as culture, measured by the reduction of student removal rate by 50% as reported on the Online Occurrence Report Service and I-Log Reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school will continue to utilize Positive Behavior Intervention System supports to promote school-wide systems in a continued</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>School leaders, Deans, PBIS Coordinator, school counselor and social worker, SIT Team</p>

effort to improve student behavioral outcomes and build a positive school climate and culture.			
Positive Behavior Intervention System will also facilitate in improving student academic and behavioral outcomes by ensuring all students have access to the most effective and accurately implemented instructional / behavioral practices and interventions possible. Professional development will be provided to staff.	Grades K-5	September 2015 – June 2016	School leaders, Deans, PBIS Coordinator, school counselor and social worker, SIT Team
Utilizing the allocated parent involvement time on Tuesdays we will provide information sessions to parents/guardians to facilitate the home-school connection. Integrating Positive Behavior Intervention System with social and emotional learning systems designed at the school-level will fit the unique needs of our school, and the context of the school community, including students, families and school staff.	Grades K-5	September 2015 – June 2016	School leaders, Deans, PBIS Coordinator, school counselor and social worker, SIT Team
Teachers and staff will utilize the matrix to ensure students are meeting or exceeding community expectations, celebrating their efforts by rewarding S.O.A.R. bucks to students. Students will be able to redeem their S.O.A.R. bucks at the S.O.A.R. store bi-weekly according to a schedule.	Grades K-5	September 2015 – June 2016	All Staff, School leaders, Deans, PBIS Coordinator, SIT Team

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.

School Leaders, staff, parents, and students will work collaboratively to achieve this goal. A Mega Novelty Assortment Kit will be purchased through Oriental Trading Company for use in the S.O.A.R. Store where students will redeem S.O.A.R. bucks. School leaders will adjust schedules to accommodate the needs as they arise.

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		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.

School leaders, deans, and data specialist will engage in progress monitoring monthly utilizing data from Online Occurrence Reports and I-Log reports to ensure we are making progress towards our goal and making adjustments as necessary.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 feedback for our 2014-2015 Quality Review the following was assessed:		
4.2/4.5 The school’s faculty has started to use common assessments across subject areas to determine student progress. Teachers use assessments, rubrics and grading policies, but the feedback to students is limited. Across classrooms, assessment practices reflect the inconsistent use of ongoing checks for understanding.		
4.3/4.4 Instructional practices across classrooms are beginning to be informed by the Danielson Framework for Teaching, but do not consistently provide multiple entry points into the curricula with challenging tasks to engage all learners. Furthermore, high-level student work products and discussions were not evident across most classrooms.		

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, one hundred-percent of teachers will engage in differentiated professional development and collaborative learning promoting a culture of professional inquiry which focuses upon sharing, planning, and working together toward improved instructional skill and student success, resulting in a 3% increase of students scoring at or above proficiency levels as measured by the 2016 NYS ELA exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Through professional development and training on analyzing and utilizing data (summative, formative, interim, attendance, IEPs, NYSESLAT, etc.) to drive instructional practices, teachers will work collaboratively to embed various higher-order thinking questions and discussion points within their lesson plans.</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>Staff Developers, Data Specialist, All Teachers, Assistant Principals, and Principal</p>
<p>Utilizing Mentoring Minds Depth of Knowledge Wheel, Accommodation Wheel, and</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>ESL Coordinator, IEP Facilitator, Data Specialist, Staff Developers, All</p>

<p>English Language Learners Strategies Guide as a resource, teachers in will work collaboratively with the ESL Coordinator, IEP Facilitator, and Staff Developers to develop opportunities to provide students with equal access to grade-level instruction and assessments.</p>			<p>Teachers, Assistant Principals, and Principal</p>
<p>Utilizing the allocated parent involvement time on Tuesdays, the professional learning community will provide information sessions to parents/guardians to facilitate the home-school connection.</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>ESL Coordinator, IEP Facilitator, Data Specialist, Staff Developers, All Teachers, Assistant Principals, and Principal</p>
<p>Teachers will utilize the CAFÉ Daily 5 Model to confer with students and listen to concerns, taking them into account when planning to meet their individual needs and interest to improve questioning and discourse amongst students. During inquiry sessions teachers will utilize the tuning protocol to engage in professional conversations, which will allow them to analyze student work and teacher practices, providing the presenter with collegial feedback as it relates to component 3b of the Danielson Framework.</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>ESL Coordinator, IEP Facilitator, Data Specialist, Staff Developers, All Teachers, Assistant Principals, and Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>We will acquire services from Generation Ready. One (1) consultant will provide fifteen (15) days of service over the course of the year. Each session was quoted at \$1,250, for a total cost of \$18,750. We will also recruit a team of 12 teachers (12 Teachers x \$44.11 x 2 hours x 2 day = \$2,117) to plan grade specific professional development to turn key to their corresponding grade during common planning. This group of teachers will create various resources for teachers as they support the achievement of this goal. Teachers meet during professional development time on</p>

Monday, as well as during scheduled common planning time, to develop a variety of questions or prompts, with an emphasis on higher order thinking questions that will challenge students cognitively. Teachers will also engage in professional development workshops to refine plans and apply best practices within lessons.

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	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

The targets to evaluate the progress, effectiveness and impact of questioning and discussion, and its impact on student progress (particularly those in the Hispanic/Latino, SWDs and Economically Disadvantage subgroups) will be measured based on:

- On-going monitoring of teacher progress through the use of targeted, frequent short cycle and formal observations using the Danielson Framework Rubric
- Implementation of lessons as evident by administrative observations and student work
- Continuous improvement of instructional practices as evident by administrative observations and teacher feedback
- Student progress based on observational data

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>According to the feedback for our 2014-2015 Quality Review the following was assessed:</p> <p>2.2/2.3 School leaders and staff are developing feedback systems to communicate expectations to both families and students. Teacher teams establish a culture for learning and are developing feedback and guidance supports needed to help prepare students for the next level. As a result, we are prioritizing the need to provide ongoing communication with parents that are aligned to the instructional focus. We are planning on giving regular progress reports three times a year, as well as using Datacation software to inform parents of their child's progress in classroom discussion and participation.</p> <p>2.4/2.5 School leaders are developing opportunities for teachers to engage in structured, professional collaborations to develop curriculum, analyze student work and plan instruction. This year, we will have differentiated PDs tailored around our instructional focus of questioning and discussion, based on a needs assessment. .was assessed w on pgs. 3-5 day'</p>		

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a differentiated professional development plan that builds teachers' capacity and is tailored to their particular needs to use differentiated questioning and discussion techniques for all students, resulting in 50% of teachers increasing one level in Danielson Component 3b: Questioning and Discussion techniques as evident in Advance ratings. This will then also directly lead to an increase in NYS ELA and Mathematics student proficiency levels by 3% points in ELA and Mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All staff will participate in weekly differentiated Professional Development activities for questioning and discussion techniques, based on our walk-through and informal observations, allowing them to choose workshops that are tailored</p>	<p>Grades K-5</p>	<p>September 2015 – June 2016</p>	<p>All teachers (K-5), Staff Developers, Assistant Principals, and Principal</p>

to their individual professional needs.			
Utilizing the expertise of the ESL Coordinator, IEP Facilitator, instructional coaches, and consultants, teachers will plan to differentiate embedded activities to address the needs of special population students as well as diverse learners.	Grades K-5	September 2015 – June 2016	Classroom teachers, Staff Developers, Teachers, Assistant Principals, and Principal
Utilizing the allocated parent involvement time on Tuesdays, we will provide information sessions to parents/guardians to facilitate the home-school connection on higher order thinking questioning techniques.	Grades K-5	September 2015 – June 2016	School staff, parents, students, and administrators
During inquiry sessions teachers will utilize the tuning protocol to engage in professional conversations, which allow them to analyze professional and instructional practices around their questioning techniques, providing participants the opportunity to share best practices without fear of judgement.	Grades K-5	September 2015 – June 2016	Teachers, Staff Developers, Assistant Principals, and Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The School-Based Staff Development Committee will work collaboratively with grade leaders and administrators to develop a PD plan that will address the needs identified by the staff by providing differentiated PD opportunities. Teachers will be provided appropriate time to prepare workshop materials prior to turn-keying information to staff. We will purchase supplies to include printer ink, copier toner, paper, binders, dividers, and sheet protectors for all teachers, to facilitate in maintaining data. Administrators will adjust schedules as needed.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

Attendance records and data on teacher performance will be collected and reconciled in February 2016 to analyze trends and participation.

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>According to the feedback for our 2014-2015 Quality Review the following was assessed as our priority needs:</p> <p>was assessed back for our 2013 School leaders and staff are developing feedback systems to communicate expectations to both families and students. Teacher teams establish a culture for learning and are developing feedback and guidance supports needed to help prepare students for the next level. In addition, school leaders and teachers shared that feedback to students and parents regarding college and career readiness is provided in report cards, progress reports, AIS progress reports, and parent and student meetings; however parents shared that they get numbers on the reports (a review of the report also confirmed that it is a numerical grade of 1-4) and that they would prefer additional written feedback on how to help move their child to the next level. This will be worked on this year by having teachers add comments to progress reports.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will have timely and effective family communication systems in place regarding student achievement data. Parents will be informed of student strengths and needs via interim progress reports (October 2015, January 2016, May 2016). Additionally, the school will host workshops to inform parents of the Common Core Learning</p>

Standards and methods to support their children’s academic growth. This will be evident by a 15% average parent participation rate in all school events and workshops.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In addition to Open House, Parent-Teacher Conference dates, and the May Conference date, we will inform parents of regular student progress via progress reports, Datacation, i-Ready assessment results, and other informal assessments.</p>	<p>Grades PK-5</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Assistant Principals, and Principal</p>

The school will utilize School Messenger services to automatically phone parents regarding, absences, lateness, special events, workshops, and meetings as well as send Back-Pack letters home with students in both English and Spanish.	Grades PK-5	September 2015 – June 2016	Parent Coordinator, Secretary, and Family Workers
School leaders will maintain mutually trusting and respectful relationships with all staff, students, and families by responding to inquiries, concerns, and suggestions within a timely manner.	Grades PK-5	September 2015 – June 2016	Parent Coordinator, Teachers, Assistant Principals, and Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Weekly parent workshops or individual parent meetings will be conducted and the continued use of reciprocal communication methods. Translation services, paper supplies used for notifications and phone messenger service will be utilized. Supplies will be purchased to facilitate ongoing and consistent communication to include color paper, printer ink, and copier toner. We will also pay for the renewal of School Messenger.											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Attendance records will be maintained for parent workshops and individual parent meetings and review the data in February 2016 and June 2016 to see the 15% parent participation rate.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students demonstrating below grade level performance in ELA who are receiving Tier 1 intervention administered by the classroom teacher but have not demonstrated the ability to make progress over a 6 week period. Teacher / parent referral.</p> <p>Grade level performance measured by the following Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment • Treasures Unit Assessments in Reading and Language Arts • 6+1 Traits of Writing • Teacher Observations 	<p>Teach reading skills with a focus on reading comprehension, fluency, vocabulary, phonics, sight words, writing activities, and games</p> <p>Program materials include:</p> <ul style="list-style-type: none"> • Explode the Code • Reading A-Z • Starfall • Myon • Foundations Tier I • Fountas & Pinnell Intervention • Teacher Created Materials 	<p>Push-In/Pull-Out AIS</p> <p>Small group instruction</p>	<p>During the school day</p>
Mathematics	<p>Students demonstrating below grade level performance in Math who are receiving</p>	<p>Teach with a focus on problem solving, vocabulary, use of manipulatives, and games</p>	<p>Push-In/Pull-Out AIS</p> <p>Small group instruction</p>	<p>During the school day</p>

	<p>Tier 1 intervention administered by the classroom teacher but have not demonstrated the ability to make progress over a 6 week period. Teacher / parent referral.</p> <p>Grade level performance measured by the following Assessments:</p> <ul style="list-style-type: none"> •GoMath! Benchmark Assessments •GoMath! Chapter Tests •GoMath! Performance Task 	<p>Program materials include:</p> <ul style="list-style-type: none"> •GoMath! Rtl •Dreambox 		
<p>Science</p>	<p>Students demonstrating below grade level performance in ELA who are receiving Tier 1 intervention administered by the classroom teacher but have not demonstrated the ability to make progress over a 6 week period. Teacher / parent referral.</p> <p>Grade level performance measured by the following Assessments:</p> <ul style="list-style-type: none"> •Fountas & Pinnell Benchmark Assessment •CCLS aligned content specific Unit Assessments 	<p>Utilizing non-fiction test providers will teach reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities.</p> <p>Program materials include:</p> <ul style="list-style-type: none"> •Explode the Code •Reading A-Z •Starfall •Myon •Treasures Intervention •Teacher Created Materials 	<p>Small group instruction</p>	<p>During the school day</p>

Social Studies	<p>Students demonstrating below grade level performance in ELA who are receiving Tier 1 intervention administered by the classroom teacher but have not demonstrated the ability to make progress over a 6 week period. Teacher / parent referral.</p> <p>Grade level performance measured by the following Assessments:</p> <ul style="list-style-type: none"> •Fountas & Pinnell Benchmark Assessment •CCLS aligned content specific Unit Assessments 	<p>Utilizing non-fiction text providers will teach reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities.</p> <p>Program materials include:</p> <ul style="list-style-type: none"> •Explode the Code •Reading A-Z •Starfall •Myon •Treasures Intervention •Teacher Created Materials 	<p>Small group instruction</p>	<p>During the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Utilizing the RtI ladder of referral protocol, students will be referred for the appropriate at-risk service.</p>	<p>Crisis intervention, peer-mediation, conflict resolution</p>	<p>Small group intervention & 1:1</p> <p>Social and emotional supports are provided confidentially.</p>	<p>During the school day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> •We will provide various opportunities (internally and externally) to improve teacher content knowledge and build capacity by building labsites with the support of our consultants and have teachers visit the labsite classrooms to view best practices. •We will provide continuous professional development and support to enhance teaching methods and practices as they relate to access to grade-level instruction and achievement for students with disabilities and ELLs. Our professional development will be differentiated and tailored for individual teacher needs. •We will provide support and train teachers to use EngageNY to create rigorous and differentiated learning plans to facilitate teacher growth. -We will recruit highly qualified teachers by having them undergo a rigorous interview process where they role play scenarios, analyze data, and self-reflect on their teaching.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> •We will provide various opportunities (internally and externally) to improve teacher content knowledge and build capacity •We will provide continuous professional development and support to enhance teaching methods and practices as they relate to access to grade-level instruction and achievement for students with disabilities and ELLs •We will provide support and train to use EngageNY to create a customized learning plan to facilitate in their own professional growth

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/information, early intervention services, etc.).

Our transition plan includes, but is not limited to:

- Aligned curriculum called SPLASH, which is Common Core aligned
- Joint professional development with Kindergarten teachers to ensure that the skills needed for the next grade are infused in the current curriculum
- Parent involvement activities such as family activity days and classroom visits scheduled by teachers
- Sharing of records/info- DropBox is an access point for shared data, as well as Datacation

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.

The decision making process regarding the use and selection of appropriate assessment measures and professional development is created by the MOSL Team, PD Team, and the instructional cabinet. All grades are represented in the teams to ensure that there is equity of voice and that professional development is tailored to the individual needs of grades and teams in the building.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	970,318.00	X	11-25
Title I School Improvement 1003(a)	Federal	\$0		
Title I Priority and Focus School Improvement Funds	Federal	\$189,744	X	11-25
Title II, Part A	Federal	68,018.00	X	11-25
Title III, Part A	Federal	27,904.00	X	11-25
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,668,199.00	X	11-25

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 SCEP 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. **P.S. 195**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 195** 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact P.S. 195

P.S. 195 , 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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 learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 195</u>	DBN: <u>12X195</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III funds will provide supplementary instruction for ELLs during our afterschool ELL Excellence Program. The program will target all ELLs in grades 1-5, specifically targeting students who did not score proficiency in the LAB-R or NYSESLAT. It will also provide additional instructional opportunities for ELLs who are at risk, or are potential long-term ELLs not meeting the mandated improvement; nor have acquired language proficiency. Educational activities will include the use of Literacy and Mathematics. The program will include an oral language development component, and extensive writing activities to improve comprehension and writing skills.

- The program will be offered to all identified ESL students including Special Education students according to NCLB to help students attain English and math proficiency in grades 1-5.

- We propose to implement an afterschool program beginning in January of 2015 and extending into the Spring of 2015. The program will be in effect for a time period of 19 weeks (January 7 - May 28, excluding spring break). The program will be held 2 days per week and in 2 hours sessions. The days of service are Wednesdays and Thursdays from 2:30 - 4:30 pm on both days.

- Instruction will be provided in English.

- Our four highly qualified licensed ESL or Bilingual teachers will provide instruction. Students will be grouped homogeneously according to their NYSESLAT level of progression (Entering, Emerging, Transitioning, Expanding and Commanding).

- Supplemental resources to be used will be Language Power, Discussions 4 Learning, and Targeted Mathematics Intervention. The materials will be purchased under Title III funds

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Part C: Professional Development

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

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

Begin description here: The Title III Professional Development program at P.S. 195 will provide diversity training and knowledge of ESL methodologies, as well as explore the newest approaches to staff members in order to create a positive environment for our ELL population. It will provide high quality, sustained staff development.

- Professional Development will be provided to teachers and staff members who service our ELL population.

Part C: Professional Development

- Our CFN Network will provide three (3), five (5) hour sessions in an ELL Support Series titled: Constructing Deep Understanding with ELLs through Collaborative Academic Conversations scheduled for November 21, December 19, January 23. Mr. Matthew Jensen is scheduled to attend.

- During this series participants will:

- engage in ways to develop student-to-student discourse to promote language development
- develop pedagogical moves that support students co-creating disciplinary knowledge and
- develop implications for refining curriculum and lesson plans

- Amanda Gardner, ELL Achievement Coach and Laura Cavigliano, Special Education Achievement Coach, from our CFN network will facilitate the aforementioned ELL Support Series.

- The following professional development topics will be offered to support best practices for ESL methodologies:

- Unpacking the NYSESLAT

November 4, 2014

8:00 - 11:00 am

Provider: Matthew Jensen

Audience: ESL Teachers

-

- Writing for ELLs

Various Dates in October, November, December, January

2:30 - 3:40

Provider: Matthew Jensen

Audience: ESL Teachers and any staff who need support

-

- Creating an Engaging Learning Environment for ELLs

February 9, 2015

2:30 - 3:40

Provider: Karen Guzman-Brown

Audience: ESL Teachers and any staff who need support

-

- Supporting Academic Vocabulary for ELL students

January 26, 2015

2:30 - 3:40

Provider: Karen Guzman-Brown

Audience: ESL Teachers and any staff who need support

-

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _

-
At P.S. 195 we understand that communication with parents plays a pivotal role in the home-school relationship. We offer translation and interpretaion services to meet the community needs. To sustain this committmen, an Adult ESL program will be provided by a certified ESL Teacher (Matthew Jensen) beginning the same week the ELL Excellence Program begins. The program will be in effect for a period of 19 weeks, from January 7, 2015 - May 28, 2015. The days of service are Wednesdays and Thursdays from 2:30 - 4:30. Participants of the program will meet for a total of 38 sessions.

-
In addition to our ESL adult program, we offer workshops and trainings for parents. Our ESL/Instructional coach and ESL teachers will collaborate with the parent coordinator to faciliate a series of informational workshops geared towards parents of ELL students. Tentaive workshop titles include:

-
Supporting Learning at Home

Rationale: To support parents with academic resources for academic support that aligns to the curriculum.

Date: January 27, 2015

Time: 2:30 -3:30

Audience: ELL/SP.ELL parents

-
Unpacking the NYSESLAT: A Parent Guide

Rationale: To unpack the the NYSESLAT for parents to support their children prior to the NYSESLAT

Dates: Feb. 10, March 10, March 24

Time: 2:30 - 3:30

Audience: Parents of students will take the NYSESLAT

-
Talking with Youth about Bullying

Rationale: To educate parents on the topic of bullying

Date & Time: At this time the reservartion has not been made; Tentatively scheduled for the Spring of 2015.

-
Supporting Your Child in Math

Rationale: To provide resources and offer support to ELL parents in their first language.

Date & Time: February 3, 2014

Time: 2:30 -3:30

Audience: Parents of ELLs and Sp. ELLs

-
Resources to Support Home-School Learning

Rationale: To provide resrouces and academic support that align to the school's curriculum.

Date & Time: Every last Tuesday of the month; 2:30-3:30

Part D: Parental Engagement Activities

Audience: Parents of ELLs and Sp. ELLs

—

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 195
School Name Public School 195		

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 Unal Karakas	Assistant Principal Xiomara Fernandez
Coach Karen Guzman-Brown	Coach Hannah Santiago
ENL (English as a New Language)/Bilingual Teacher Matthew Jensen	School Counselor Cindy Levine
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Shawn Mastroianni
Related-Service Provider Jessica Renovales	Borough Field Support Center Staff Member type here
Superintendent Rafaela Espinal	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

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

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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"/>
---	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	212	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	19	4	1	7	16	7								0
Emerging (Low Intermediate)	10	10	5	12	20	2								0
Transitioning (High Intermediate)	8	5	7	7	6	4								0
Expanding (Advanced)	13	33	23	18	11	9								0
Commanding (Proficient)	0	9	6	0	1	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	40	6	0	0	0
4	21	3	1	0	0
5	20	3	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	35	7	6	0	0	0	0	0	0
4	18	4	5	0	0	0	0	0	0
5	18	3	4	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DR assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide a support your response.

To assess early literacy skills we use the Fountas and Pinnell reading assessment system. After teachers have been informed of the assessment running records, teachers are trained to use the NYC DOE STARS database to input their students' level of reading. Additionally, teachers maintain a spreadsheet, which allows them to analyze student data and monitor progress. This data assists teachers and service providers in determining materials and activities. Many of our ELLs are reading below grade level and in response, we will continue to utilize previously ordered leveled books (Our Way to English) that are designed specifically for ELLs. The strategy lessons included with these books provide teachers with ESL techniques and a variety of reading and vocabulary enrichment. Within each lesson teachers are required to incorporate all four domains (listening, speaking, reading, and writing).

Our school has purchased the iReady assessment program specifically for our ELL and Special Ed population. This tool allows our teachers to assess reading and math. The program allows teachers to pinpoint the academic student need by sub-level skill, and ongoing progress monitoring to achieve end-of-year targets.

We have also made available an online resource, Learning A - Z, for our ELL and Special Ed population. This program will allow teachers to access targeted scaffolded resources to provide for their students. ELL teachers will receive professional development from a representative from Learning A-Z.

Every classroom has a listening center (up to eight children) to provide learning opportunities to hear spoken English and to assist our ELLs with listening skills. Each year two periodic assessments are administered to our ELL population. The data is used to identify the areas of deficiency within the population to identify students who require additional support through increased small group instruction or academic intervention services.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The pattern that arises from NYSITELL and NYSESLAT results indicates that the vast majority of our students struggle with the Reading/Writing domain. Our classes focus instructional time on building literacy skills through oral language. Explicit ESL strategies are taught and appropriate reading and writing scaffolded response options to help students become more independent in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and ALEP memo)

The data from the RLAT report on ATS indicates that we have 49 Emerging ELLs, 34 Entering ELLs, 33 Transitioning ELLs, 101 Expanding ELLs, The data indicates that the highest caseload of Expanding ELLs are in grades 1, 2, and 3. Grade 1 has 35 Expanding ELLs, Grade 2 has 23 has 17 Expanding ELLs. This information reveals that the Expanding level of students will be a target sub-population that will require more development and targeted academic support to move forward the Expanding ELL sub-group.

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

a. The chart below demonstrates the performance level across all grades at P.S. 195. As explained in response #3, we have a large group of students who does not reflect the 20 ELLs who attained Commanding during the spring NYSESLAT.

Performance Levels Across All							GRADE	EM	EN	EX	TR
Grades	7	2	35	5	49						
01	7	2	35	5	49						
02	6	1	23	4	2	36					
03	12	5	17	8	1	43					
04		19	15	10	5	3	52				
05		2	7	9	5	1	24				
OK		2	4	7	11	19					
Grand Total		48	34	101	33	7	223				

b. Twice a year we target our ELLs on the listening and reading components of the periodic assessments. This data is then provided to our teachers for targeted smaller group instruction. This information also provides school leadership with the insight they need to then support the ELL teachers with a series on effective and current ESL intervention practices.

c. From the ELL Periodic Assessment we will be able to measure student progress in English language proficiency and predict performance on NYSESLAT. This will provide teachers with detailed information about their students' strengths and weaknesses in English language development and serve as a resource for individual and group instruction.

Native Language is used in terms of explanation of grammar, vocabulary items, difficult concepts and for general comprehension as they transition to 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 the [RTI Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

The data collected is used to guide instruction for ELLs as recommended in the framework of RTI.

In Tier 1 (core instruction) teachers analyze assessment data to determine performance levels and use this assessment data to plan instruction. Teachers differentiate their instruction based on academic performance levels and the cultural background of the student. If a student has not made adequate progress, a teacher completes a referral sheet for Tier 2 services. The Academic Intervention Team then meets to review various forms of data (summative and formative assessments, anecdotal notes, teacher and parent input) to develop a plan to support the student in the areas that will enable the student to attain academic proficiency. If the team determines that the student needs Tier 2 intervention, then he/she will be picked up for out of classroom support. The AIS providers will provide the student with Intervention Kits with the student for a 30 minute session 3 to 4 times a week.

If it was determined that the student did not make adequate progress in Tier 2, then the Academic Intervention Team meets to review various forms of data (summative and formative assessments, anecdotal notes, teacher and parent input) to develop a plan for the student to receive Tier 3 services from the school.

If it is determined that a student does not make sufficient progress in Tier 3, the IEP specialist the student is referred to the SBS (School Based Services) for an evaluation to determine if the student requires special ed services.

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

We provide rigorous and differentiated instruction that supports language and cognitive development to meet or exceed grade level standards with native language development through resources such as bilingual dictionaries, internet access for research, and native language support and enrichment teachers. This support is in place to assist with the transition to second language proficiency. All instruction is conducted in English with native language support. We have numerous bilingual teachers to provide native language support. Teachers have been trained in ESL strategies to scaffold instruction and provides resources to all teachers responsible for targeted instruction for ELLs. Teachers also differentiate lesson plans to meet the needs of our students. In addition to extension to our daily instruction, parents of our ELLs are kept up to date with monthly parent meetings that provide parents with educational resources to assist with their child's language development at home.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

To evaluate the success of our programs for ELLs, we collect year-to-year test scores and teacher observations data to review language development for ELLs, as well as academic performance as it compares to non-ELLs in the same grade. With this information we are able to determine whether we meet AYP.

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.

Parents fill out the Home Language Survey (HLS) in the main office at the time of registration and a certified pedagogue is present to conduct an interview. A number of bilingual pedagogues are available to support parents as they complete the HLIS. Mr. Hill, Ms. Mendez, Ms. Martinez, and Mr. Jensen are trained pedagogues who are available to interview parents and students. The NYSITELL is administered as soon as it is determined from the HLS and the Interview that the home language is not English. The answer document is dated and submitted within the ten day enrollment period. Handscored test results are kept on file until official results appear on ATS. If the handscored test indicates that the child is entitled to ESL services, parents are invited to on-going Program Selection Orientations. Our technical support team has provided us with individual computers so that parents can view the informational video on line in their own language. The aforementioned ENL providers are available to explain the different programs and answer questions (in Spanish and French). Parents who have not attended a session are contacted weekly via phone and letters to attend the orientation. Orientations are also conducted during Open School Nights and Parent-Teacher Conference Nights.

The Spanish LAB is administered to students whose home language is Spanish. Mr. Hill, Ms. Mendez, and Ms. Martinez schedule these tests within the first few days after registration if they have not done so at the time of registration.

For newly enrolled students, the pupil accountant secretary alerts the ESL staff so the above-mentioned procedures can be implemented. Our list of ELLs is updated twice monthly on a dropbox account to ensure that all of our ELLs have been identified and are being provided the mandated services. Parents who have chosen the Bilingual or Dual Language options are kept informed about the possibility of such classes opening based on sufficient numbers. Our dropbox account will include a tally of parents' program selection so we can make appropriate changes once the numbers indicate the need to introduce new programs at our school.

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).

If a parent/guardian has indicated on the Home Language Survey or otherwise informs us that the child has received little to no schooling, a licensed pedagogue will assess the student in literacy and math skills. A member from the Language Proficiency Team also has access to BESIS and will utilize that information to cross reference what was reported in the HLS. The LPT member will then determine what assessment tool to use to assess the literacy/math skills of the student. The Oral Interview Questionnaire is used during the ELL identification process (well within 30 days of enrollment) to determine if the student has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire helps us develop a better understanding of a newcomer ELL (potential SIFE) as it has questions related to literacy and language practices.

The Literacy Evaluation for Newcomer SIFE is administered online allowing us to measure the home-language literacy skills SIFE bring to school. This information will be highly shared with teachers of SIFE.

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 consists of the following members: Jessica Renovales (IEP Facilitator), Barbara Keis (SETTS/AIS Facilitator), Matthew Jensen (ESL Service Provider), and Matthew Hill (ESL Service Provider). When a student is enrolled in our school, ATS information is made available as well as information from the Special Ed Student Information System (SESIS). If information entered from the HLS requires the NYSITELL to be conducted, the ESL service provider conducts the NYSITELL and determines if the student will require ESL services. The ESL provider collaborates with the IEP Facilitator and Language Proficiency Team to identify if the student has an Individual Education Plan on SESIS.

If a student has an IEP and completed the Home Language Survey, the LP team determines if the student requires the NYSITELL. If the student does not require the NYSITELL, then the team sends their recommendation to the principal for review. The principal determines if the student should not take the NYSITELL, then the principal sends his review to the superintendent or designees for review and the parent or guardian is notified within three days of the decision. The superintendent or the designee determines if the student requires the NYSITELL and if not, then the parent is notified.

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.
After NYSESLAT data is released, the ENL service providers identify all entitled and non-entitled students. After identification the data is migrated in to an Excel file and mail merged into the appropriate entitlement status notification letter and sent to the parent. We also contact parents via telephone to ensure notification within a timely manner. The results from the NYSESLAT are explained if the parent/guardian needs clarification. ENL personnel and classroom teachers also communicate with the parent/guardian during individual meetings and during the Open School Nights at the beginning of the school year
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).
Once the child's ELL status is determined by NYSITELL results, the parent is informed about services in person and in a letter in their native language if available. We have translations in (Spanish and French). The parent is given the opportunity to appeal for re-identification if they feel their child has been misidentified. To date no parent has challenged the identification but our team is open to parents concerns and will implement the re-identification process at the parents behest. Again all record of letters and correspondence is preserve in our Excel file and mail merge account.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Our technical support team has provided us with individual comuters so that parents can view the informational video on line in their own language. The ENL providers, Mr. Hill, Ms. Mendez, Ms. Martinez, And Mr. Jensen, are available to explain the different programs and answer questions (in Spanish and French). Parents who have not attended a session within 10 days are contacted weekly via phone and letters to attend orientations on specific dates or at their conveneince. Orientations are also conducted during Open School Nights and Parent-Teacher Conference Nights. Should parents not complete the orientation process and the accompanying orientation form it will be assumed that the default Transitional Bilingual option will be understood.
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 Parent Surveys and Program Collection forms are collected at the end of the orientation. All information is collected and tallied iin an Excel sheet on our Dropbox which is available to all ENL personel and administrators. Numbers are monitored so we will know when additional program options need to be provided. All contact information is available in Spanish and French. ENL personel work closely with classroom teachers to meet with parents and offer opportunities to repond to their questions and concerns about their child's placement. All our Parent Survey and Program Selection Forms are filed in a secure location. We ensure that we meet with the parent/guardian in a timely manner and conduct group and individual meetings as needed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parents/guardians are called repeatedly to arrange convenient meeting times for orientation. Our forms are not sent home with parent/guardians. Classroom teachers are an effective resource for contacting parents and for meeting with parents at dismissal. We ensure we meet with the parent/guardian in a timely fashion and conduct group/individual meetings on. Home visits can also be arranged by our family workers.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement notification letters are distributed only after there has been a face-to-face meeting or phone conversation with the parents by the classroom teacher or an ENL service provider. All letters are available in Spanish and French. Distribution of these letters is recorded on an Excel sheet of ELL information.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All of our HLS, non-entitlement/entitlement letters , and ELL related documents are filed in a secured file cabinet and labeled accordingly by its content in one of the LPT member's office (Chris Hill).
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.
Prior to the NYSESLAT assessment window, parents/guardians are informed (via English, Spanish and French letters home) of upcoming workshops to support them in preparing their child at home for NYSESLAT. These letters and notices indicate the dates of administration. Teachers are provided with professional development sessions to support them in administering the NYSESLAT. The NYSESLAT is administered school-wide on 3 specific days determined by the school administration. The IEP teacher is consulted to

make sure all Special Ed ELLs are provided with the necessary accommodation. A spread-sheet is created so the school personnel know the times and locations of testing for each ELL. Classrooms are made available to separate location and other modifications. Testing is scheduled to allow a window of time to do make-up testing. We have four out-of-classroom teachers who administer make-up sessions to students who have been absent.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of the school year entitlement letters in a variety of languages are given to parents/guardians at the Open House Night which takes place within the first several days of school. Parents who do not attend this initial meeting will receive the letters at dismissal and at the following Parent Night.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

The data indicates vast majority of families in our community prefer the freestanding ESL program. At present we have not received the 15 requests necessary to open a bilingual or dual language class across two contiguous grades. We will provide these programs when there are sufficient parent requests. At present, the following numbers are representative of our ELL population at PS 195:

Twenty-seven of our Kindergarten ELLs are in a self-contained ESL class.

Twelve of our Kindergarten beginner ELLs are entitled to 360 minutes of push-in ESL instruction per week.

Twenty-five of our ESL intermediate/advanced students in Kindergarten are entitled to 180 minutes per week of push-in ESL instruction. Twenty-four of our first grade ELLs are in self-contained ESL classes.

Fifteen other first graders receive push-in ESL services.

Twelve of our first grade ELLs are entitled to 360 minutes of ESL instruction per week.

Twenty-seven first grade ELLs are entitled to 180 minutes of ESL instruction per week.

Thirty of our second grade ELLs are entitled to 360 minutes of ESL instruction per week.

Twenty-six other ELL second graders are entitled to 180 minutes of ESL instruction per. These students include ELLs in special education classes.

Thirteen of our third grade ELLs are entitled to 360 minutes of ESL instruction.

Five of our ELL third grade ELLs are entitled to 180 minutes of ESL instruction.

Thirteen of our fourth grade ELLs are entitled to 360 minutes of ESL instruction with a bilingual certified teacher or other way to ESL certification.

Nineteen of our fourth grade ELLs are entitled to 180 minutes of ESL instruction.

Nine other fourth grade ELLs receive push-in ESL services.

Thirteen fifth grade ELLs are in a self-contained ESL class.

Nine other fifth grade ELLs in special ed receive push-in ESL services.

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.

Based on parent choice, we offer ENL services using both a stand alone model and an integrated model. Dually certified teachers work in our self-contained ENL (the stand alone model). We have one of these self-contained classes at each grade level. We also have dually certified teachers working in ICT and 12:1:1 classes For our transitionong and expanding ELLS. ww provide the integrated model. One of our two ENL push in the classroom with a content area teacher as per the integrated model. Our special ed classes are provided with the integrated model as well in the event that the teacher is not dually certified.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Current information from the RLAT is frequently used to update our Excel sheet for ELLs. Every ELLs required minutes have been recorded and together the ENL personel havecreated schedule per administrative approval to ensure that all ELL are receiving the mandated minutes. Schedules are available on our Dropbox system. These minutes are not included in any afterschool program or activities outside of school hours.

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.

Licensed teachers implement ESL strategies aligned to the New York State common core standards to promote academic success. Academic instruction at P.S. 195 follows the workshop model across curricula, which is well adapted to the needs of our ELLs. It offers the opportunity for heterogeneous small-group instruction, modeling, and cooperative learning groups.

We emphasize the development of oral language through explicit vocabulary exposure and a literacy rich environment. Emerging and Entering students are given opportunities to listen to the spoken language of English through group activity so they are exposed to a wide range of different language and literacy skills. Through comprehensible input, our ELLs are given the base for the information they need with selected key vocabulary to build their oral language development. Through context clues, building prior knowledge, cultural connections, visual interpretations, we build on their language and oral development so that they can attain the academic vocabulary within the content presented. Our ELLs are not limited only to content based vocabulary, it is integrated cross curricula, and used multiple ways over extended periods of time; This includes merging science and social studies within the literacy blocks so that students have continous and consistant exposure to the content, and vocabualry usage through reading, writing, listening, and speaking. Our ELLs are instructed through The Workshop Model.

Ongoing adjustment of instruction is a key component of our instructional approaches. Teachers closely monitor student progress to modify instructional practices for all of our ELLs. Through this method, teachers are able to differentiate their lessons to meet the language needs of their ELLs. Through differentiation, teachers modify texts by selecting different levels of literature on similar content. Text complexity is scaffolded for our beginner to advanced ELLs. Teachers model oral reading, and students also participate in shared reading.

As mentioned before, academic vocabulary is attained through interactive learning practices. With SMART BOARD technology, we work with our ELL students to show them real-world information on the content they are learning about. We promote small research based projects (resources provided by the teacher) to combine oral, research, vocabulary and written exposure to the English language. Through these practices we are able to foster the development of the English language so that our ELLs can attain proficiency in English over a period of time. These instructional methods are sustained school-wide for our ELLs. Through these practices, we foster the development of the English language to promote proficiency in English.

In mathematics, we provide our ELL students the learning opportunity for active participation. Through discussion and explaining our ELLs can understand mathematical problems before they are solved. Our ESL teachers provide real-world mathematical experiences so that ELLs can represent, reason, make conjectures, and construct arguments in math. Our ELLs have multiple opportunities to apply reading, written and the spoken application of the English language. ELLs participate in mathematical discussions as they learn

English. Our ELLs have access to technology, teacher created materials, manipulatives, and supplemental resources to enhance their learning.

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

Though we have Spanish LAB on file, we do not have the adequate personnel to evaluate everyone in their native language at this time. We are presently in the process of hiring more ESL pedagogues.

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

Before the beginning of the new school year, we analyze the NYSESLAT results as a base to monitor growth in the four domains. As the year progresses we use data from conferencing, ELL periodic assessments, teacher created materials, and formal assessments (designed to assess the four domains of English) to evaluate the English acquisition.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Each classroom teacher in our building has organized her/his classroom to facilitate differentiated instruction. Instructional plans for SIFE students include providing rigorous curriculum with technological support, intensive academic literacy instruction in the student's first language (L1) and second language (L2) with the use of word for word glossaries and when possible direct translation. SIFE students are also provided intensive ESL instruction is provided. Additionally, teachers of ELLs are provided with various professional development opportunities.

ESL licensed teachers provide ESL services to our special education students who are in ICT classes and 12:1:1 classes. ELLs with IEPs are most often in self-contained ESL classrooms. ESL classroom teachers are responsible for ESL content area instruction, which is delivered 3 times a week for social studies and twice a week for science. At least ten of our teachers are fluent Spanish speakers and can assist children with translation and additional native language support.

In order to differentiate instruction for ELL students, we provide Academic Intervention Services for ELL newcomers as well as those with IEPs or those at risk of promotion. In addition, our SETTS teacher pushes into ESL classrooms to assist students with IEPs. Newcomer ELLs are provided with individual and small group instruction time when necessary for a smooth transition into their classroom environment. ELLs with 4-6 years of service are identified by the ESL coordinator and receives instruction in their classroom or push-in services when appropriate.

Our longterm ELLs do receive Academic Intervention services when appropriate. This allows the AIS teacher to focus on skill and monitor individual progress more closely. Also the smaller group setting facilitates more active participation and more oral language development for the ELLs.

Former ELLs are group in classes serviced by a pushin ENL teacher (the Integrated model). The appropriate amount a ENL support can then be provided to those ELLs based on classwork and classroom performance.

All ELLs and former ELLs (going back two years) receive appropriate testing accommodations. Once students are identified as ELLs they are flagged for an extended time allocation on all state test. Our test coordinator works together with the ENL personnel to determine a test location and proctor to honor the time extension.

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.

At this time we do not have any re-identification requests. The Language Proficiency Team is developing a plan to address this inquiry as per the ELL Policy and Reference Guide.

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

Our teachers of ELL-SWDs follow the school-wide ELL instructional approaches and methodologies. Currently we utilize Treasures in grade K, 1, 2, and 5, as well as ReadyGen in grade 3 and 4 with a workshop model approach differentiating for ELLs and SWD students by utilizing resources designed to address their specific needs. The materials include oral language, word study, leveled readers for guided reading and picture cards as appropriate by grade.

Include information that details how materials are grade- and age-appropriate. We are also utilizing iReady and myON for differentiated reading and intersted allowing for independent reading.

We utilize academic instructional strategies such as:

- Metacognitive Development: Providing students with skills and vocabulary to talk about their learning such as self-assessments, note taking and studying techniques, and vocabulary assignments
- Bridging: Building on previous knowledge and establishing a link between the students and the material for

Chart

example: think-pair-share, quick-writes, and anticipatory charts

- Schema-Building: Helping students see the relationships between various concepts with skills such as compare and contrast, jigsaw learning, peer teaching, and projects
- Contextualization: Familiarizes unknown concepts through direct experience for example demonstrations, media, manipulatives, repetition, and local opportunities
- Text Representation: Inviting students to extend their understandings of text and apply them in a new way through drawings, posters, videos, and games
- Modeling: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

To ensure that ELL-SWDs receive all services on their IEPs our IEP Facilitator works in conjunction with service providers to create schedules that allow for push-in/pull out services, so that students receive mandates that are both on their IEP and aligned with their ELL needs.

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?

By utilizing parallel scheduling we ensure instruction in the same content area happens during the same periods for a grade, allowing for students to have access to all content areas when they are in another setting for that period. Whenever possible we build in time for both horizontal and vertical teams to meet regularly to facilitate planning for all students.

All students participate in the wide variety of classes we provide including music, art and physical education. Collaborative groups are set up in the classrooms so that student can develop a strong academic working environment with their peers.

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

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



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

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

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

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

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

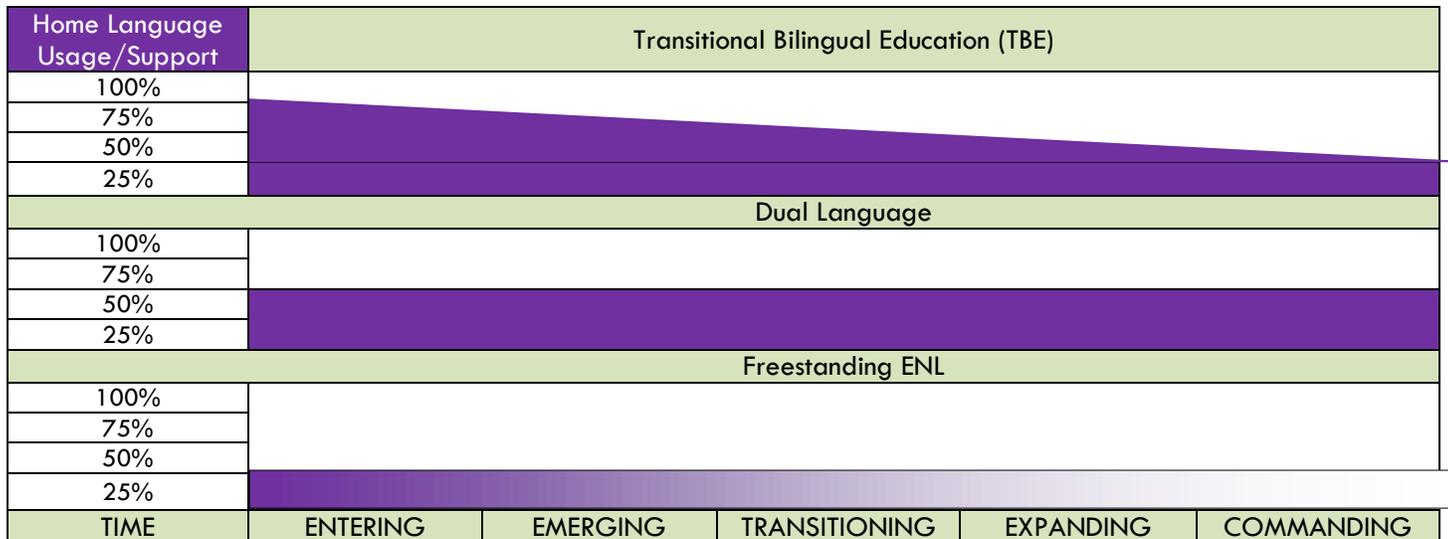


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. School day intervention programs include Fountas & Pinnel Intervention, and On Our Way to English. We also provide school-wide extended time for our students. Within each classroom every 10 students is assigned one classroom teacher to target math and literacy skills three days out of the week for a period of 38 and 1/2 minutes. Based off student performance, IEP status, and ELL status, we have tailored academic intervention programs year-round. As stated previously, we will integrate IReady and Learning A - Z as an additional resource.

To continue our intervention services we identify students who are performing below grade level based on running records and math assessments as well as formal and informal assessments. These results assist in identifying students that require supplemental support. Two of our intervention programs run for eight months of the school year. One of those programs is the ELL Afterschool Program. In this program our ELLs are grouped homogenously according to their proficiency level and grade band; therefore classes have a range of different grade levels. All students have been placed based on NYSESLAT results. We utilize materials specifically tailored to immerse our ELL students in the four domains of the English language.

We continue this support for our ELLs with a Saturday academy program, and we also extend these programs into the summer for year-round intervention to our ELLs, SWD ELLs, IEP, and mainstream students. Our intervention programs are tailored to meet the needs of our beginner, intermediate, and advanced ELLs.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We noticed a growth in our students who attained Commanding in the English language based on NYSESLAT results. We will continue to support our ESL teachers in the methodologies and practices written in Part A, question 3.
12. What new programs or improvements will be considered for the upcoming school year?
- At this time we will continue to offer the aforementioned programs allow for growth and consistency.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs have access to all school programs and receive equal access to art, dance, gym, trips, school events, and extra-curricula activities. We offer afterschool and Saturday program for all of our ELLs throughout the school year. The program will target all ELLs in grades 1-5, specifically targeting students who did not score Commanding in the LAB-R or NYSESLAT. It will also provide additional instructional opportunities for ELLs who are at risk, or are potential long-term ELLs not meeting the mandated improvement; nor have acquired language proficiency. Educational activities will include the use of Literacy and Mathematics. The program will include an oral language development component, and extensive writing activities to improve comprehension and writing skills.
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.
- All Classrooms have Smart Boards, leveled classroom libraries, and bilingual dictionaries. The ESL programs we work with have book sets in several genres at each level. All ESL classrooms are supplied with Level libraries from Rigby's On Our Way to English. Our school provides technological supports our ELLs with My On, IReady, and Learning A - Z, and the Go Math! Online component.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Over ten of our teachers are bilingual in Spanish and one speaks French. They provide essential language support when necessary including translation and scaffolded support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All required services a resources provided are grade appropriate. All ELLs have access to the resources that are provided for other classrooms within their grade level. Through differentiation, ESL teachers and ESL push-in teachers provide appropriate resources and teacher created materials according to proficiency level of their students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- At spring pre-registration workshops staff reaches out to parents to provide details about the parent choice process and the various option available to them. Bilingual office staff is present to assist with this process. During the year the parents of newly enrolled students meet with an ESL provider via translation to ensure a smooth transition to our school. The students may have some initial individualized instruction to support their adjustment to the classroom
19. What language electives are offered to ELLs?
- At this time we do not offer language electives to our elementary ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
EAll staff, which includes but is not limited to genral education, special education, and ELL teachers, as well as assistant principal, paraprofessionals at PS 195 attend professional development sessions catered to ESL matters. Teachers and paraprofessionals are also sent to attend these professional development workshops so they can turn-key the information to their colleagues. In addition to the professional development we offer our teachers, we plan to provide all ELL staff with a professional development series catered to ESL methodologies. This professional development takes place on Mondays. We also supplement our professional development with lunch and learns catered to current ELL topics in the field of education. Through collaboration, our ESL coordinator is available to work with, support, and provide resources to our ESL teachers on a per-needed basis.

With the support of Ms. Carol Graham, our ELL staff is supported with important information related to middle school application process and transition. Ms. Graham and the ESL coordinator also serve as liasons between parents and teachers to answer any questions related to this period of time. In collaboration with classroom teachers, the ESL coordinator provides an informational session with ESL parents to provide resources, and answer any questions related to this matter.

We provide our teachers with a certificate of completion once they have attended the required hours of professional development for ELL training.

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?
Professional Development program at P.S. 195 will provide diversity training and knowledge of ESL methodologies, as well as explore the newest approaches to staff members in order to create a positive environment for our ELL population. It will provide high qulaity, sustained staff development. Through our professional development teachers of ELLs will engage in ways to develop student-to-student discourse to promote language development, develop pedagogical moves that support students co-creating disciplinary knowledge and develop implications for refining curriculum and lesson plans.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In collaboration with Ms. Carol Graham, the ESL Coordinator plans for an informational series for teachers to support ELLs with Q&A sessions for our students and parents. ELL teachers particpate in professional development series catered to implement strategic elements of the middle school expecations with their instruction and daily routine. Within the classroom setting, ELLs bound for middle school, develop independent reading and math skills through rigorous tasks planned to promote higher-order thinking anf reasoning.

Through our Saturday program, ELLs are also exposed to a program schedule of their choice. Through this option, ELLs are prepared to transition from classroom to classroom while developing the independent skills required of them in middle school. Staff are also trained to develop scaffolded and rigorous writing tasks aligned to CCLS that our ELL students will be exposed to in middle school.

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.

Our PD Plan for the 2015-2016 school year will allot for two ESL professional development sessions a month. This will meet the mandate for 50% of our professional development plan to cater to teachers of ELLs, and 15% of PD for all teachers. In conjunction to this, teachers of ELLs will attend outside professional development dedicated to ELL matters. All agendas, sign-in sheets, and resources from each PD are filed in P.S. 195's Professional Development binder.

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?

In addition to providing information to families concerning the ELL program selection process, we offer parents of our English Language Learners multiple opportunities throughout the school year to support their children's academic needs through parent workshops. We offer parent surveys to inquire about what kind of support ELL parents would like to see in our school. The ESL coordinator also works with teachers to provide parents with educational workshops specific to the curricula needs of their child.

Adult ESL class is offered at the same time as our after school programs for children. The adult ESL conversation classes meet three days a week for 2-hour sessions. The main focus is developing English spoken language skills, literacy, and vocabulary based on materials from Pro Lingua Associates including "The Sanchez Family" and "Where in the World." Active participation is encouraged and parents are provided with a comfortable environment and multiple opportunities to practice and improve their speaking skills in English and to give them a better idea of how English language material is being presented to their children.

To supplement the ELL workshops, ELL parents are invited to attend the parent association meetings held monthly. In collaboration with community organizations, ELL parents are offered health and nutrition workshops, anti-bullying courses, and a variety of other topics. The ESL coordinator is available to offer translation services. Parents are invited to celebrate and participate in school-wide events such as Movie Night, Ballroom Dancing, Gymnastics performances, Cup Stacking Competitions, etc.

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.

All sign-in sheets for parent conferences are stored in P.S. 195's Community Binder. Individual classroom teachers maintain logs and anecdotes in their record keeping binder/book. These items are furnished upon request.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We invite and include all of our ELL parents/guardians to all of our school functions. Parent/guardians are invited to participate in pep rallies, fun-runs, family nights, math nights, literacy nights, read to your child in class events, family celebratory events in the classroom, and instructional visits as well. All of these events are translated to meet the needs of our secondary dominant language of Spanish.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Through the collaboration of our Parent Coordinator, our ELL parents/guardian are provided with workshops to promote healthy lifestyles, homework assistance, NYS ELA and Math preparation. At this time we are working to unify and expand our affiliation with more CBOs.
5. How do you evaluate the needs of the parents? Parents are evaluated through school-wide surveys, surveys provided for during workshops, and through informal meetings and records of anecdotes. We have multiple opportunities throughout the year to conduct parent conferences and group meetings for parents/guardians of our ELL population.
6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities address the needs of parents by strengthening home-school partnership by collaborating with staff, parents, and students in order to shape those partnerships. We recognize and build upon ELL parents' strengths, which in turn will create a culture of respect throughout the school community and encourage all participants to continuously develop new, creative approaches that allow access to all families.

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.

In addition to the above written support services for ELL parents and ELL students, we provide opportunities for ELL parents to have access to the academic progress of their child 5 times out of the school year through progress reports (3 times) and report cards (2 times). We also provide our ELL parents with informational workshops to assist them with access to NYC DOE ELL resources. ELL parents are provided with NYSESLAT scores and a workshop is provided to explain the modalities. As written before, parents are also trained and supported with educational resources prior to the NYSESLAT. We are partnering closely with our parents to expose them to our instructional routines during the school day. Parents will be allowed to visit their child's classroom during the school day to strengthen our parent engagement and motivate student achievement.

The ESL coordinator is available to meet with ELL parents and offer individualized support.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Unal Karakas	Principal		9/11/15
Xiomara Fernandez	Assistant Principal		9/11/15
Shawn Mastroianni	Parent Coordinator		9/11/15
Matthew Jensen	ENL/Bilingual Teacher		9/11/15
	Parent		1/1/01
Martha Arias	Teacher/Subject Area		9/11/15
Chris Hill	Teacher/Subject Area		9/11/15
Karen Guzman-Brown	Coach		9/11/15
Hannah Santiago	Coach		9/11/15
Cindy Levine	School Counselor		9/11/15
Rafaela Epinal	Superintendent		9/11/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12x19** School Name: **P.S. 195**
Superintendent: **Rafaela Espinal**

Before you begin, please check the following:

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

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

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

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

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

To assess language preferences, we send out parent surveys and blue cards. From this, we have recognized the need for spanish translation in our school as a majority of our parents speak spanish at home.

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, Spanish, French, Urdu, and Chinese

Part B: Creating a Communications Calendar

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

Parent handbook, calendars, notices, parent-teacher conference announcements, open-house announcements, flyers inviting parents to school events, NY State Exam information, letters from teachers, letters from administration

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.

Open house, grade orientations, curriculum nights, Coffee with the Principal gatherings, PA meetings, parent-teacher conferences, Tutoring Tuesdays, Cookshop meetings, Graduation festivities

Part C: Providing Language Assistance Services

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

Translation will be provided in-house by school staff. Once a letter is generated, designated staff members (Karen Guzman-Brown (main), Xiomara Fernandez, and Carmen Rivera) will immediately translate documents so that the letters are sent home the same day in which they are generated. In addition, this year, we have purchased Datacation software which allows for the highest quality translation to take place instantly. This software is a resource for the school to use to transmit student data and information to parents instantly on their phone as well as through email, letters sent home. All we do is enter the parent's requested language and translate in that language.

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.

Interpretation will take place both in-house and on the phone depending on parent need. Staff members identified as translators are available at all times. In addition, Datacation software will instantly translate data and information for parents.

Part D: Training Staff on Policies and Procedures

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

Brochures, Email, letters sent home, meetings

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

Parent surveys done online and on paper, verbal and written feedback after workshops and events, letters sent home and collected/reviewed.