

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

09X199

School Name:

P.S. 199X - THE SHAKESPEARE SCHOOL

Principal:

LILIA NAVARRETE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 199x- The Shakespeare School School Number (DBN): 09X199
Grades Served: Pre-Kindergarten, Kindergarten, First, Second, Third, Fourth and Fifth
School Address: 1449 Shakespeare Avenue, Bronx, NY 10452
Phone Number: 718-681-7172 Fax: 718-681-7176
School Contact Person: Lilia Navarrete Email Address: Lnavarr@schools.nyc.gov
Principal: Lilia Navarrete
UFT Chapter Leader: Marlene Purnell
Parents' Association President: Natalie Rosario
SLT Chairperson: Myrna Salguero
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lilian Orellana
Student Representative(s): Christiann Lora
Teshanna Gayle

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue, Suite 102, Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lilia Navarrete	*Principal or Designee	
Marlene Purnell	*UFT Chapter Leader or Designee	
Natalie Rosario	*PA/PTA President or Designated Co-President	
Brenda Santiago	DC 37 Representative (staff), if applicable	
Lilian Orellana	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Christiann Lora	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Myrna Salguero	Member/SLT Chairperson	
Rosemarie Castro	Member/ Paraprofessional	
Steven Baumfeld	Member/ Teacher	
Raiza Santana	Member/ Guidance Counselor	
Blaine Gibbs	Member/ Teacher	
Michelle Kennedy	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Megan Guerra	Member/Teacher	
Marilyn Castro	Member/ Parent	
Mikeya Brown	Member/ Parent	
Consuelo Marte	Member/ Parent	
Sandra Herrera	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our mission is to be a school that inspires students to become young Shakespeare Scholars. As a scholar, they are aware that they are part of a diverse community of critical thinkers in a rapidly changing world. Scholars strive to meet rigorous standards in a risk-free and nurturing environment. As a productive citizen, scholars know their contributions will make a difference and have a positive impact in school, the community and the world. Scholars, while on a quest for higher learning, trust that their community, teachers, family and fellow scholars will support them as they strive daily to overcome challenges and reach their full potential.

As a school community we have established a culture of self-evaluation on a yearly basis. We begin with our Parent-Staff School Retreat every late May or early June. We revise and make new plans for the upcoming school year. The process itself is embedded in our daily practices as well. We are a school who strongly believes in Distributive Leadership; therefore one of our senior teachers has led our School Leadership Team for the past five years. The SLT outlines our CEP's goals under the leadership of our schools administrative team.

ALL staff members were previewed to data pertinent to student learning outcomes and achievement. Additionally, ALL staff engaged in activities to analyze student achievement data in order for us to (as a school community) reflect deeply on our current practices, and past challenges and success in reaching our yearly school's instructional goals. We convened together and created cohorts of teachers and Educational Assistants aligned to the Framework for Great Schools outlined by our Chancellor Carmen Farina. We aligned our instructional goals to support the work toward the Framework for Great Schools. Our Administrative Team, embedded protocols that would promote rigor and rich discussion on understanding the Framework for Great Schools and how it applies to our work for the upcoming school year. It was imperative for all participants to equally contribute to the discussion in order to have a valid and equitable process. As a result

Each cohort had the opportunity to engage in an active discourse around our school's:

1. Rigorous Instruction as it relates to our schools instructional goals.
2. Goal to establishing a genuine Supportive Environment
3. Plan to promote more opportunities for Teacher Collaboration
4. Effective School Leadership that nurtures improvements to positively impact student achievement.
5. Building of Strong Family Community Ties
6. Desire to embed trust throughout all facets of the Framework and school culture while addressing the three school goals:
 - a. Clarity of Focus
 - b. Intellectual Rigor

c. Student Engagement

Existing within a school population of approximately 816 students, there are approximately 223 identified English Language Learners. This special population comprised about 25% of our school population.

Upon examining the spring 2013 NYSESLAT results in each of the four language modalities, the ELL team found that students' areas of weakness were reading and writing. Therefore, the Common Core Standard based Units of study (curriculum developed by teachers at our school) have integrated reading, writing and the content areas. Writing instruction includes shared and interactive writing as well as independent writing. During the course of the year, ELLs have been exposed to a variety of writing genres across all subject areas. Performance tasks were created for each Unit of Study to assess mastery and diagnose needs.

Guided reading groups provided ELLs with the opportunity to interact with a variety of texts at their reading levels. Students were explicitly taught academic vocabulary (using the Frayer Model) and reading strategies in order to increase their comprehension. Students in the Entering, Emerging and Transitioning stages of Second Language Acquisition will strengthen their academic language by developing their phonemic awareness, vocabulary, reading skills, fluency and comprehension. Posters and books with supportive illustrations, as well as scaffolding techniques, were used to make content accessible for the students. They were also able to use digital tools such as the SMART-Boards to engage in interactive tasks that supported their expressive and receptive skills. These activities are specifically designed to increase comprehensible input. Comprehensible input is a component of the Sheltered Instruction Observation Protocol (SIOP). Our teachers received initial training in SIOP on how to devise lessons that include language and content objectives.

Over the past school year our teachers have come together as teams weekly. These meetings are data driven and anchored on the current needs of the school. As a common practice teachers engage in a reflective cycle about planning and instruction:

This process fosters collaboration amongst teachers from all grade levels. The administration has facilitated organizational adjustments, such as common preparation periods. Teachers have taken advantage of this accommodation and they seek to regularly meet as teams voluntarily to engage in academic discourse. There are strategic leaders on each grade level team, in order to guide the team through this reflective process as it aligns with our schools instructional goals. Administration has equipped the teachers with knowledge on the expectations and use of common language of the Danielson Framework on 4e-Growing and Developing Professional. Through their core work in teachers teams using the reflective process outlined above, teachers engage in a shared inquiry process has inspired many of them to take the initiative to host Individualized Professional Developments for the entire staff on different topics; such as, Effective Lesson Planning and Integrating Technology into Lesson planning. It is the norm of teacher team meetings to discuss best practices that will lead to student achievement.

As a result of this reflective process as a school, it is evident that a paradigm shift needs to take place in the support systems that our school currently offers our growing population of students who reside in local neighborhood shelters. Homelessness has a devastating impact on the lives of our students. Despite our attempts to promote equitable access and academic success for homeless students, these children exhibit poor self-regulatory and problems solving skills, which hinders their ability to socially and academically thrive in the school setting. As a result, we enlisted the support of an additional guidance counselor, whose main goal is to provide individualized care for these students. The guidance counselor serves as the liaison between the school and the home, creating and sustaining a strong link between parents, teachers and students. For the 2015-2016 academic school year, our school will adopt a behavioral intervention program that addresses the student holistically, promotes team building, self-regulatory and problem solving skills. The staff will also be trained on using the components of the Responsive Classroom to establish a common understanding across the school on how to best support the social-emotional needs of all students..

09X199 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	796	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	95.1%	% Attendance Rate		89.7%
% Free Lunch	97.0%	% Reduced Lunch		1.1%
% Limited English Proficient	26.1%	% Students with Disabilities		19.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		30.9%
% Hispanic or Latino	68.1%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.3%	Mathematics Performance at levels 3 & 4		20.6%
Science Performance at levels 3 & 4 (4th Grade)	53.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

In triangulating the data from the 2014-2015 school year we have noticed the following trends in relation to rigorous instruction:

Our school has proficient measures in place to support planning rigorous instruction that provides multiple entry points for all students to learn as indicated in the Quality Review Report for 2014-2015. According to the data gathered from End of Year Conferences in 2014 with teachers, our priority needs are to continue developing Questioning and Discussion techniques of students (3B) as a means to improve conceptual understanding and promote critical thinking skills and Engage students in Learning (3C) as a means to improve performance for ALL student population in both ELA and Mathematics Instruction. As a result of the Summative Conference data and the Area of Focus indicated on the Quality review for 2014-2015, as a school we plan to support teachers in developing and ensuring that unit and lesson plans use data-driven instruction protocols aligned to the Common Core Learning Standards and New York State content standards to address scholar achievement .

Part 2 – Annual Goal

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

By June 2016, 75% of scholars will meet or exceed grade level reading and writing Common Core Learning Standard benchmarks as indicated below:

Grade	Reading	Writing
Kindergarten	Level D	MOSL 75%
First	Level I	MOSL 75%
Second	Level M	MOSL 75%
Third	Level P	MOSL 75%
Fourth	Level S	MOSL 75%
Fifth	Level V	MOSL 75%

The percentage of scholars in grades 3-5, including students designated as English Language Learners and Students With Disabilities, performing at level 3 and 4 on the New York State 2016 English Language Arts and Mathematics Exams will increase by 3-5%. The percentage of scholars in grades K-2 performing at grade level in mathematics will increase 8-10% as measured by Go Math benchmark and year end assessments.

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?</i></p>
<p>Teacher will deepen their questioning and discussion techniques within Reading and Mathematics Instruction and within all classroom structures, to promote critical thinking and essentially improving scholars writing. Using Junior Great Books as a resource, our school community will practice our School wide Discussion Norms.</p>	<p>All Classroom and Out of Classroom Teachers</p>	<p>September 2015 to June 2016</p>	<p>All pertinent Junior Great Materials will be distributed by Mrs. Person , and all administrative staff will ensure implementation of the program and its effective delivery</p>
<p>School Based, school created instructional Units are revised to include:</p> <ul style="list-style-type: none"> • Within units pre- and post- assessments are given for both Math/ELA and data is analyzed. • Instructional decisions are made using next steps • Teachers unpack an exemplar and align it to the color coded rubric providing concrete examples for ALL student to access learning. • Higher Order Thinking questions are embedded throughout the implementation of school wide goals. • UDL and DI strategies are implemented in order to address the needs of every student • SIOP strategies and language objectives are implemented to address the needs of English Language Learners. • Units contain specific sections for suggested activities for ELLs and SWDs Support. 	<p>ALL Students</p>	<p>September 2015 to June 2016</p>	<p>Teachers consistently revise units and adapt it to meet scholars needs.</p>

<ul style="list-style-type: none"> • Rebus writing paragraphs, the use of cognates, and the Estrellita Phonic Program all provide supports for our Native Spanish speaking students. • SIFE students are strategically targeted and supported • STH are equally serviced based on needs to support transitions. • Go Math by Houghton Mifflin is paced according to the needs of our scholars based on the shifts outlined in the CCLS for Mathematics. • Math Thinking notebooks are used to develop procedural fluency and to support students' self-assessment and monitoring skills following a structured Multi-Step problem solving framework. 			
<p>Professional Development-</p> <ul style="list-style-type: none"> • Lunch and Learns are created to support intellectual development and student achievement. • Peer Evaluation/Intervisitation • Learning Walks include classroom teachers to build community of trust and collaboration through informal feedback and open door policy. • Parents are provided Workshops on Tuesdays in ELA, Math, CCLS, NYS Testing, Science, Supporting Scholars with Special Needs and Instruction Strategies and options for English Language Learners. • Professional Development Plan includes ways to maximize use of teacher contractual 80 Minute Monday Meetings 	<p>Teachers and Parents to support all scholar achievement</p>	<p>September 2015- June 2016</p>	<p>All members of the School Community: Administration, Teachers, Parents and Scholars, will hold each other accountable for support in outlined areas</p>
<p>Professional Development-</p> <ul style="list-style-type: none"> • Lunch and Learns are created to support intellectual development and student achievement. • Peer Evaluation/Intervisitation • Learning Walks include classroom teachers to build community of trust and collaboration through informal feedback and open door policy. • Parents are provided Workshops on Tuesdays in ELA, Math, CCLS, NYS Testing, Science, Supporting 	<p>Teachers and Parents to support all scholar achievement</p> <p>Students who scored level 2 or 3 on NY State Exams</p> <p>Entering, Emerging and Transition</p>	<p>September 2015- June 2016</p> <p>November 2015- May 2016</p>	<p>All members of the School Community: Administration, Teachers, Parents and Scholars, will hold each other accountable for support in outlined areas</p> <p>ELL/Bilingual Class Teachers, Extended Programs Title I and Title III Teachers and Administration</p>

<p>Scholars with Special Needs and Instruction Strategies and options for English Language Learners.</p> <ul style="list-style-type: none"> Professional Development Plan includes ways to maximize use of teacher contractual 80 Minute Monday Meetings <p>Extended Programs are designed to target students performing at level 1 and 2 on NY State exams and English Language Learners performing at Entering, Emerging and Transition stages of language acquisition and development.</p>	<p>Proficiency level scoring ELLs</p>		
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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>Junior Great Books materials, pre- and post- assessments, schoolnet.com, color coded rubric, school wide goals, ELA Units, Estrellita Phonic Program, Go Math by Houghton Mifflin, Math Thinking notebooks, 80 minute Professional Development time and Advance system for tracking data, funding for Extended Programs teachers and supervisor.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Go Math-benchmark assessments and chapter tests ELA- pre and post assessment data (being recorded through schoolnet. F&P levels submitted 4 x a year; October, January, March and May Local Assessments (4 times per year) MOSL(2 times per year) Pre- and Post- Assessments Per Unit (Quarterly) STARS assessments (Per Skills standard) Teachers rated developing and ineffective for Danielson’s 3b (Use of Questioning and Discussion Techniques) and 3c (Engaging Students in Learning) will make one level progress within this school year.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Analysis of supportive elements in our School Environment Survey reveal 92% of teachers Strongly Agree and Agree that there is a person or a program that helps young scholars resolve conflicts. 94% of our parents feel welcome and receive communication about their child’s progress in a language they can understand. As a result, our priority needs are to increase engagement of all stake holders in working 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 development health supports ties to the school’s vision. By incorporating all components of the Action Plan parents, teachers and scholars will be armed with the common language and skills necessary to improve the development of all scholar social emotional growth and well-being.

Part 2 – Annual Goal

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

By June 2016, 100% of staff and Scholars will be trained in a school-wide system of behavior expectations with rewards for positive behavior resulting in an improved learning environment as measured by a 10% decrease in the number of parents who feel that students are often harassed or bullied as measured by the 2015-2016 Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment 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?</i></p>
<p>#1- The School wide implementation of The 3R's Club (Be Respectful, Be Responsible and Be Ready) will be in its third year and has been revised to accommodate the needs of all scholars-targeting the Tier 2 and Tier 3 behavior concerns during RTI meetings and during Parent Meetings.</p> <p>In Safety Meetings the committee identifies high risk areas and makes revisions to organizational structures.</p> <p>Class Dojo will be used in 100% of the classrooms as a means of quantifying behavioral progress and communicating said progressions to parents electronically.</p>	<p>ALL students Tier 2 and 3 Behavior Intervention Students</p>	<p>September 2015-June 2016</p>	<p>All Staff for implementing and Mrs. Person, Ms. Malagrec, Ms. Quezada and Ms. Navarrete for overseeing Interventions and follow up practices.</p>
<p>#2-There will be monthly assemblies supporting community building for all grades. Daily use of the Responsive classroom programs Morning Meeting (Teachers will receive training on the Responsive Classroom Methodology)</p>	<p>Teachers, Scholars, and Parents</p>	<p>October 2015-June 2016</p>	<p>All Staff for conducting Morning Meeting and Mrs. Person and Guidance Counselors for assemblies.</p>
<p>#3- The School will enhance the Bucket Filling ideology for phase two of its second year implementation to enhance the foundation created in the previous year Positive Behavior Intervention Program (3R's) and support the social emotional development of the scholars. Bucket Filling will arm scholars (especially our STH scholars) with language and skills necessary to speak up and seek out peers and adults to share information about threats and conflicts.</p>	<p>All Staff and All Scholars</p>	<p>November 2015- June 2016</p>	<p>ALL staff for encouraging and upholding the ideology.</p>
<p>#4 The Guidance Counselors support our Respect for All initiatives by teaching scholars self-regulation strategies to identify and cope with conflict. An additional Guidance Counselor was hired to support the Respect For All initiative.</p>	<p>Tier 2 and 3 Students, STH and All students</p>	<p>September 2015- June 2016</p>	<p>Ms. Santana and Ms. Ramirez for implementing the RFA guidelines and curriculum school wide and teaching strategies to our Tier 2 and Tier 3 students and Students in Temporary Housing.</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.											
School wide incentives, trips and bucket filling posters and paraphernalia, 2 guidance counselors, Book of the month, working projectors and technology for Class Dojo and Responsive Classroom Morning Meetings.											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
There will be a 10% decline in the number of Online Occurrence Reports as compared to the previous year. The amount of positive rewards on Class Dojo will increase by January. Parents will be surveyed about effective use of Tuesday Parent Engagement Meetings and PTA sponsored events to support parents learning three times a year as we monitor progress.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Analysis of teacher collaborative elements outlined in the Quality Review feedback from 2014-2015 reveal that the collaborative analysis of student work and the examination of key Common Core State Standards support teachers in strengthening their pedagogy, as teacher teams develop performance-based assessments and plan instruction, achievement for ALL learners is improved. This data, along with Summative Conference data, reveals that we are advancing in the right direction to support effective instructional practices and strategies that are organized around annual, unit and daily lesson plan that address student goals and needs. The next phase within this process of collaboration is to include scholars in the process of collaboration with teachers to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all scholars.

Part 2 – Annual Goal

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

By June 2016 90% of teachers will strengthen instructional capacity in the area of 3c-Student Engagement according to Charlotte Danielson’s Measures of Teacher Effectiveness by engaging in inquiry-based, structured professional collaborations in order to foster scholar participation in their own learning process, measured by an increase in student benchmark assessment scores and measure of teacher practice HEDI rating in the area of 3c.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers were trained to use the Tuning Protocol to analyze scholar work and reflect on teacher practices to impact scholar achievement outcomes.</p>	<p>ALL Teachers and Out of Classroom Teachers</p>	<p>September 2015-2016</p>	<p>Administration and Teachers</p>
<p>Teachers are afforded the opportunity to meet and reflect on the successes and challenges of teaching the knowledge and skills in the current units of study.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, teachers, coaches</p>
<p>Grade Meetings and Intervisitations</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers</p>
<p>Professional development options were created by Teachers for Teachers. All teachers are afforded Lunch and Learn and formal Professional development opportunities to support the instruction of ELLs and SWDs, Students in Crisis, and Students in Temporary Housing, and ALL students.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Instructional Coaches, Teachers, Network</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>Tuning Protocol, common planning time, Personnel to provide PD, Responsive Classroom PD, SIOP training, block scheduling.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Student scores on Post Unit Assessments will improve in comparison to Pre Unit Assessment Students will score levels 3 and 4 on rubrics indicating mastery of CCLS Aligned Unit goals, as measured at the end of each of the four School year Units.</p>

According to Charlotte Danielson's Measures of Teacher Effectiveness teacher progress will be measured during the mid-year conferences with teachers.

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

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

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

Part 1 – Needs Assessment

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

Results in our School Environment Survey reveal more than 80% of teachers report that the Principal participates in instructional planning with teachers and makes clear to the staff her expectations for meeting our school instructional goals. 82% of teachers report that school leaders provide time for collaboration among teachers.

Our Administrative team have a fully functional system in place that encourages teachers to play integral roles in key decisions that affect student learning across the school. Our teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear focused and effective feedback in guidance/advisement supports to ensure that students, including high-needs subgroups, own their educational experience and are prepared for the next level. For the 2015-2016 school year, as a result of the reflective process during our schools Annual Instructional Retreat and the summative conferences held with all teachers we plan to develop Questioning and Discussion techniques and Engaging student in Learning as a means to promote the development of Critical Thinking Skills to improve conceptual understanding that can impact 3-5% increase in both ELA and Math Unit test scores.

Part 2 – Annual Goal

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

In order to maximize staff talents and strengths, and develop effective teacher leaders who can support the professional learning of individual teachers and teacher teams, the principal will create a school-wide culture of shared and distributed leadership across all stakeholders so that by June 2016 100% of teachers will have had the opportunity to engage in a leadership role.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>As a staff we will study the premise behind the book <u>Talk About Teaching</u> and apply the best practices outlined to address teacher development as it relates to increase student engagement and achievement.</p>	<p>All Scholars All Teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers Administration</p>
<p>Creating Risk Free Environments by means of:</p> <ul style="list-style-type: none"> • Establishing Grade Leaders as members of an Instructional Team of teachers where the ideas and concerns of the staff are voiced and action plans are created as a result. This establishes a trust among different entities within the school environment. • Administration having an Open Door Policy to form partnerships building support systems that close gaps in instruction. (Establishing trust between Administration and teachers) • Teach children about Cultural Awareness and Sensitivity through Multicultural Dance Festival and ¼ of our Curriculum is used to help students identify what makes them a “Unique” member of our school community. • Class Dojo will serve as a means to build a bridge between school and home to ensure accountability of student positive behavior interactions on both parts. 	<p>All Teachers and scholars</p>	<p>September 2015- June 2016</p>	<p>All members of the school Community</p>
<ul style="list-style-type: none"> • Teachers, Paraprofessionals and Parents are encouraged to present in our Annual School retreat. 	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers initiate and implement identified areas of strength to share information in professional development forum. Administration monitor and</p>

<ul style="list-style-type: none"> Teachers are encouraged to provide Professional Development to peers to improve practice and plan for student achievement and progress both this school year and next school year. <p>Teachers are encouraged to plan their own intervisitations.</p>			organize opportunities for teacher and parents to attend teacher-led forums.
The principal serves as mentor /supervisor for teachers participating in both traditional and non-traditional administration programs. (i.e. LEAP, Teacher Leaders)	Select Teachers	Annually	Principal and Select Teachers

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.										
Monthly meetings with Grade Leaders to review and revise school goals implementation. Support systems will include Lunch and learns, differentiated Professional Development based on teacher needs aligned to teacher professional goals and school goals, schedule revisions for continuous teachers intervisitation, book Talk about Teaching for all staff, Staff and parents Annual School retreat, ongoing revision of curricular units, time allotted for learning walks and feedback.										
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	X	Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Lunch and learn for the teachers, training on the common core curriculum for the teachers. Schedule/ accommodation for continuous teachers intervisitation, the book Talk About Teaching for all staff, curricula units, time allotted for learning walks and book study. Using the Danielson rubric the teacher pedagogy and instructional practices will show improvement.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

As a school we work diligently with Parents and the community to support the academic and personal growth of students and adults. We engage in effective planning of events and reciprocal communication with family and community stakeholders so that student strengths and needs are identified and used to augment learning. We plan to expand outreach to parents so they may better understand and participate in their children’s education. Parents will be encouraged to participate through the School Leadership Team and Community Based Organizations as a means to promote and provide training across all areas (academic and social and emotional development health) to support scholar success.

Part 2 – Annual Goal

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

In order to collaborate with families as full partners in the learning and development of their children, we will increase the number of contacts with families by 20% so that by June 2016 there will be an increase of 10% in the number of parents responding that they have “been invited to an event at your child’s school five (5) or more times” as measured by the New York City Learning Environment Survey and a 5% increase in the participation of families with 4 Community Based Organizations planned to be recruited to our school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>*Describe to families at the beginning of the year the curriculum goals for ELA and Math, as well as expectations for the school year.</p> <p>* Provide families with regular feedback of their children’s level of achievement for each unit along with strategies for parents to implement at home to help their children improve.</p> <p>* At regular intervals, explain the significance of different achievement levels and learning rubrics to families.</p> <p>* Provide families with clear guidelines for communicating with classroom teacher, through telephone, email, classroom notes, Tuesday meetings, and through Class Dojo.</p> <p>*Parents will receive professional development to become Learning Leaders in our school</p> <p>*Parents will receive monthly professional development based on the Learning environment survey and School survey</p>	<p>All Families of students who attend P.S. 199x</p>	<p>August 2015 to June 2016</p>	<p>ALL staff will contribute to providing parent feedback and information in all facets of scholar learning and achievement.</p> <p>Our parent coordinator will serve as a bridge between school and home for our parents and students and SLT.</p>
<p>Parents become Learning Leaders through rigorous professional development series of certified courses.</p>	<p>Parents and students</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, Administration and Parents</p>
<p>We will continue our partnership with The New York City Football club in order to bring an afterschool soccer program for 3rd and 4th grade scholars. Parents are encouraged to volunteer.</p>	<p>3rd and 4th grade students</p>	<p>January 2016- May 2016</p>	<p>Administration</p>

We have established a partnership with the Bronx Children’s Museum implementing the Little Friends of Highbridge Program.	Pre- K students	October 2015- May 2016	Administration
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional development for Learning Leaders program, technology for Class Dojo and developing class newsletters, personnel to provide PD for parents, license to host a Disney Musical.											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Three times throughout the year, parents will receive a school created survey aligned to the Framework for Great Schools and mimicking the New York City Learning Environment Survey. Recorded responses and participation of parent sessions on Class Dojo will increase by January and Classroom Dojo data will be used to monitor and track progress of communication with families in an ongoing basis. The parent participation at Parent-Teacher Association meetings will increase by 5% in January and thereafter 5% by June 2016.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Running Records -1:1 Conferences -Text & Task Results Analysis -Pre & Post Unit Assessments	-Use of different modes of learning (visual, hands-on, audio, etc.) -Junior Great Books program -Afterschool Title I & III Programs to solidify topics taught during the school day.	Guided Reading -RTI 1:1 -Peer tutoring -1:1 conferences	During the school day - Extended Programs
Mathematics	Baseline assessments -Chapter Tests -Fluency Quizzes	Go Math Interventions -Afterschool Title 1 program	-Focus groups -Peer Tutoring -1:1 conferences	-During school and Extended Programs
Science	-Pre & Post Unit Assessments	STEM Fair -Houghton Mifflin	-Focus groups -Peer Tutoring -1:1 conferences -Watch videos to reinforce topics taught	-During school and Extended Programs
Social Studies	Pre & Post Unit Assessments	Houghton Mifflin	-Study text -Peer Tutoring -Watch videos to reinforce topics taught	-During school and Extended Programs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral -IEP mandated -Parent request	-PBIS -Respect for All -RTI	-Counseling Services 1:1 and within small groups. -Peer Tutoring	During school

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.
We have a three step strategic hiring process: 1. Interview, 2. Demonstration Lesson, 3. Administrative Interview. In order to retain teachers we ensure that Professional Development is individualized to support teacher growth and development. Teachers are assigned most often due to preference and major areas of strength.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
By June 2016, 100% of all teachers will have received additional professional Development in the Charlotte Danielson Framework for Teaching: Domain 3, Competency 3b: Questioning and Discussion Techniques, with the goal of strengthening our teachers' core practices.
<p><i>As an educational entity, we have developed and sustained a Professional Learning Community, in which collaboration is embedded into every aspect of our school culture. A "School-Based Staff Development Committee" will ensure that all members of the staff receive adequate professional support in the following areas:</i></p> <ul style="list-style-type: none"> ♣ Monitoring of Response to Intervention (RTI), ♣ Discussion and Questioning Techniques, ♣ Academic Interventions ♣ Behavioral Interventions ♣ I.E.P Quality Writing

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

All professional development is offered to Pre-K teachers. Pre-K teachers have been trained on methods to best support pre-school students in their developmental setting. Throughout the year, teachers will receive support from the office of Early Childhood education via an Early Childhood coordinator to ensure that best practices are always taking place. The Assistant Principals provides our Pre-K families with a "Transitioning to Kindergarten" workshop in which the NYC DOE instructional expectations are communicated. This workshop serves as a forum for parents to receive information about the support systems that the school has in place in order to ensure that students make a smooth transition to Kindergarten. Pre-K teachers are expected to provide Kindergarten Teachers with all pertinent data, including, the authentic assessment summaries. In order to ascertain that the record transfer process is clear and cohesive.

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.

One unique feature of our school is that we have Distributive Leadership. The school Instructional Team is involved in all decision making aspects of the schools curricula. The Instructional Team consists of two instructional coaches, the administrative cabinet and one representative from each constituency within the school. This composition of the team ensures equity and input from all stakeholders. All assessments are fully aligned with the Common Core Learning Standards to ensure that all students are making adequate yearly progress. Our school will have a Data Team for the 2015-2016 school year to ascertain that all student learning is monitored throughout the school year. As a result, Unit Assessments will be holistic, including content and literacy.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and

purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	677,776.00	X	5a-Part 3 & 4, 5B- Part 3 & 4, 5c-Part 3 & 4, 5d-Part 3 & 4, 5e- Part 3 & 4, Section 6.
Title II, Part A	Federal	176,228.00	X	5a-Part 3 & 4, 5B- Part 3 & 4, 5c-Part 3 & 4, 5d-Part 3 & 4, 5e- Part 3 & 4, Section 6.
Title III, Part A	Federal	26,744.00	X	5a-Part 3 & 4, Section 6.
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,106,045.00	X	5a-Part 3 & 4, 5B- Part 3 & 4, 5c-Part 3 & 4, 5d-Part 3 & 4, 5e- Part 3 & 4, Section 6.

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 199x-The Shakespeare School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 199x-The Shakespeare School** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the

assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

P.S. 199x-The Shakespeare School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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>The Shakespeare School</u>	DBN: <u>09X199</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>90</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</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: _____ In addition to the mandated ESL units in accordance to Commissioner Regulations Part 154 and our school-wide Language Allocation Policy, the Title III monies provide P.S. 199x with the opportunity to conduct supplemental English language development for ELLs, workshops for parents and professional development for teachers.

Analysis of the available data indicates that our ELL population is in need of additional support in reading, writing, listening and speaking. The New York State English as a Second Language Achievement Test (NYSESLAT) scores indicate that only 60% percent of ELLs made one year's progress in the 2013-2014 academic year, and fifteen percent (15%) of ELLs with two or more years of service scored at the first quartile on the NYSESLAT. The additional resources Title III provides can assist in creating opportunities for ELLs who need focused instruction on English Language Acquisition. This program will provide learning opportunities for all students in order for them to further develop their social and academic vocabulary, their reading comprehension, and their listening and speaking skills.

The After School Title III program will provide direct instruction to 110 ELLs in grades Kindergarten through five. Invited students are currently at the beginning, intermediate or advanced levels in the NYSESLAT. The focus of the advanced group will be to acquire academic language and reach proficiency in the NYSESLAT. Content based lessons using ESL methodology and the SIOP model will be planned and delivered. Grammar and language function instruction are integrated and designed to meet the specific language needs of each student. The beginning and intermediate groups will strengthen their social and academic language by developing their phonemic awareness, social and academic vocabulary, reading skills, fluency and comprehension. Teachers will plan their lessons using language and content objectives. Contextualization is embedded in all aspects of instruction; colorful posters and books with supportive illustrations as well as scaffolding techniques will be used to make content more accessible for the students. Students will read a wide variety of informational texts as well as personal narratives and other reading genres. Teachers will utilize technology to impart instruction. Students will use Smart-Boards to engage in interactive activities that will build their English language proficiency in all four modalities. For example, language practice games provide an engaging, enjoyable atmosphere for language practice; thus providing a low affective filter for all students. These activities are specifically designed to increase comprehensible input.

Teachers will use the program Rigby: On Our Way to English, an ESL content-based instructional program that uses grade-level content as the vehicle for language development. This program comes with a special section for newcomers designed for small group instruction. Content posters, chants, poems and visuals are used to support comprehension and academic vocabulary instruction. In addition, teachers will provide students with cognitively engaging tasks which will expose all learners to interactive read-alouds in order to model appropriate enunciation and think alouds. These tasks will also offer the opportunity for all learners to read fiction and non-fiction books at their reading level allowing them to increase their content vocabulary in English. In addition, teachers will use "Getting Ready for the NYSESLAT" language exercises published by Attanasio and Associates. These instructional materials are aligned to the Common Core Learning Standards.

As an integral aspect of the overall success of the program, teachers will continuously assess students in order to measure steady progress in all four modalities in English. Informal and formal assessments such as conferences, informal observations and teacher-made tests, and CCLS aligned checklists anchored in the language standards will be utilized as assessment tools. Mastery oriented feedback will be anchoring all reading and writing conferences with the students.

The program is expected to run from October through April on Wednesdays and Thursdays from 2:30

Part B: Direct Instruction Supplemental Program Information

p.m. to 5:15 p.m. A total of 36 sessions will be held during the school year. The language of instruction will be English.

Two certified ESL teachers, and one Common Branches teacher will provide instruction. An Assistant Principal, will supervise this program. The supervisor's salary will be paid with other monies and will be of no cost to Title III.

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: Begin description here: _____ In light of the high linguistic demands from our English Language Learners, teachers working under the Title III program are provided with on-going staff development in order to further equip them with the tools and strategies needed to support the ELL population meet their program goals. Another component of the Professional Development program is for teachers to periodically meet and engage in an academic discourse around best instructional practices and data analysis under the guidance of the Title III supervisor, + using a specific protocol. Workshops include but are not limited to the following: ELLs and the Common Core Learning Standards, Differentiating Instruction for ELLs, Analyzing the NYSESLAT data and the instructional and planning implications. Professional journals and articles from various sources are shared and discussed during common preparational periods grade level meetings and lunch and learn sessions in order to allow our pedagogues to further develop their skill set as teachers of ELLs.

In addition, in order to address the needs of our instructional staff, a professional development team coordinates all workshops at the school level. Both Administrators and Instructional Coaches are members of the PD team. Throughout the school year, school administrators and both Instructional Coaches conduct workshops on various topics. At the school level, classroom intervisitations are planned in order to facilitate the sharing of best instructional practices.

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The professional development plan is delivered as follows:

- Study Groups - November through March
- Inter-class Visitations - On going as needed
- Professional Readings: Articles and Viewing of Professional Videos - Bi-weekly

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ At the Shakespeare School we believe that parental and community involvement are essential elements to our students' academic and social growth and success. Through a collaborative effort of our parent coordinator, parents are actively involved in all school activities.

Part D: Parental Engagement Activities

Even though over the past few years, we have seen an increased level of parental engagement at our school, the need to prepare parents on how to understand the educational system and effectively help their children obtain academic success still exists.

Therefore, the school has planned a series of workshops designed to familiarize parents with the new Common Core Learning Standards, Common Core Shifts, and New York State standardized tests as well as other workshops.

All parents want to be involved in the education of their children. Our task is to make sure that the school welcomes them, and offers multiple opportunities for them to be part of the school community.

As part of our on-going outreach efforts, we invite parents to participate in the school's Annual Multicultural Festival which is held in December, to different holiday celebrations, and to literature based events such the Parent Book Club. These activities provide parents with the opportunity to participate in school events that value diversity and celebrate different traditions.

To support the Title III After-School Program during the school year, the school will offer four workshops for parents. These workshops will take place once a month during the months of October, November, January, March and April. Each workshop will last 1 hour. All parents of English language learners enrolled in the Title III program will be invited to participate in these workshops. Our target is to have 100% of parents attend these workshops. Workshops will be presented in English and in Spanish. Invitation letters to these workshops will be written in two languages (English and Spanish). The workshops will be conducted by an Assistant Principal, and/or the Instructional coaches. Informational materials will be distributed during these sessions and refreshments for parents will be served.

Workshops:

- ELA - Common Core Learning Standards - October
- Nutrition Class - November
- Accessing Aris' Link / Navigating the NYCDOE website December
- Monthly Parents' Book Club -
- How to create a personal E-mail account - December
- NYS Standardized Tests - January
- Analyzing the NYSESLAT Test Format and Language Demands- February
- Accessing Academic Intervention Websites March-April

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-

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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 09	Borough Bronx	School Number 199
School Name The Shakespeare School		

B. Language Allocation Policy Team Composition

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

Principal Lilia Navarrete	Assistant Principal Yasmin Quezada
Coach Maria Abreu	Coach
ENL (English as a New Language)/Bilingual Teacher Celeste Castillo	School Counselor Raiza Santana
Teacher/Subject Area Myrna Salguero, Special Ed.	Parent Natalie Rosario
Teacher/Subject Area Magaly Fernandez, Bil. Teacher	Parent Coordinator Sandra Lopez
Related-Service Provider Jane Pagan	Borough Field Support Center Staff Member type here
Superintendent Leticia Rodriguez-Rosario	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	807	Total number of ELLs	230	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	230	Newcomers (ELLs receiving service 0-3 years)	214	ELL Students with Disabilities	28
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	107	2	1	2	0	0	0	0	0	0
DL										0
ENL	107	0	20	14	0	7	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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 _____	27	19	16	18	16	13								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	13	21	28	17	16								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2												0
Haitian				1										0
French		1			1	1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		3	3	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	21	7	8	7	8	8								0
Emerging (Low Intermediate)	2	6	8	4	9	4								0
Transitioning (High Intermediate)	4	9	9	13	7	4								0
Expanding (Advanced)	11	14	12	26	13	16								0
Commanding (Proficient)		3	2	6	1	2								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	0	0	0							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		3	2	8	1	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	28	3	0		0
5	28	1	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									0
4	18	10	3		1	1			0
5	15	11	7	1					0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here:
 The school uses different forms of assessments to drive instruction across the different programs. We use the Fountas and Pinnell Assessment System which assesses letter recognition, letter sounds, word recognition, and students' instructional and independent reading levels three times per year. In order to measure student academic growth, The NYC Measures of Student Learning (MOSL) Performance Assessments in English language arts (ELA) is administered to students in September to establish baseline scores for our students. It is also administered at the end of the school year to measure their growth in ELA. In addition, students are given pre and post assessments at the beginning and end of the units of study. Estrellita is used in the Bilingual classes to assess student literacy in Spanish. Estrellita assesses phonemic awareness, phonics, and fluency. The data indicates that ELLs in general fall below their grade level peers in both reading and writing. Therefore, basic English language skills must be emphasized through daily practice in speaking, listening, reading and writing. The data gathered is used to create individual goals for students, plan instruction, and create focus groups for RTI and afterschool programs .
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: According to the spring 2015 NYSESLAT and the 2015-2016 NYSITELL data, 40 percent of ELLs scored at the expanding level . Twenty percent of ELLs scored at the transitioning level; fourteen percent of ELLs scored at the emerging level, and twenty six percent scored at the entering level of English proficiency. The majority of ELLs in grades 1-5 scored at the expanding and transitioning levels. Although the percentage of students scoring at the commanding level decreased, the number of students scoring at the expanding level increased and there was a drastic decrease in the number of students scoring at the entering and emerging levels in grades 1-5. The data of the past 3 years indicate that there has been an increase in the percentage of students scoring at the transitioning and expanding levels. As the table above shows, the number of long term ELLs has also decreased. Currently, there are no long term ELLs enrolled at P.S. 199x and only sixteen students (7%) have been receiving services for 4 to 6 years.

Upon examining the spring 2015 NYSESLAT results in each of the four language modalities, the ELL team found that students' areas of weakness were writing and reading. Therefore, the Common Core Standard based units of study have integrated reading, writing, and the content areas. Language development is embedded in content area instruction. Writing instruction includes shared and interactive writing as well as independent writing. During the course of the year, ELLs will be exposed to a variety of writing genres across all subject areas. Performance tasks were created for each unit of study to assess mastery and diagnose needs.

Guided reading groups will provide ELLs with the opportunity to interact with a variety of texts at their reading levels. Students will be explicitly taught academic vocabulary and reading strategies in order to increase their comprehension. Students in the Entering and Emerging groups will strengthen their academic language by developing their phonemic awareness, vocabulary, reading skills, fluency, and comprehension. Posters and books with supportive illustrations as well as scaffolding techniques will be used to make content accessible for the students. They will also be able to use SMARTBoards to engage in interactive activities that will build their English language proficiency. For example, language practice games provide an engaging, enjoyable atmosphere for language practice. These activities are specifically designed to increase comprehensible input.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data obtained from the NYSESLAT informs instruction and is used to allocate resources. After reviewing the data for each grade level and modality, we noticed that speaking is the modality in which students performed well. Overall, trends show that there needs to be a greater emphasis on reading and writing. Even though a large number of students increased at least a level in the NYSESLAT, the percentage of students scoring out remains low. It is evident that our English Language Learners need to be immersed in rigorous activities that promote their receptive and expressive skills.

ELL Annual Measurable Objectives (AMAO2) shows that we need to increase the number of ELLs obtaining English language proficiency. In order to increase the number of ELLs scoring at the Commanding level, we must have targeted instruction and plan effective intervention.

We strongly believe that providing equal access to the highest level of education is the key to our ELLs' overall academic success. All of our teachers differentiate instruction for our ELLs. We provide all of our students with engaging tasks that support their second language acquisition, such as:

- Exposure to interactive read-alouds.
- Listening to focused activities.
- Immersion in reciprocal teaching, which empowers students in their roles as leaders and allows them to monitor their own learning.

Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). Students will receive academic language scaffolding to support students' successful participation in content-area instruction as well as language development by identifying key academic vocabulary and language functions necessary for students to access the content being taught.

In order to maximize English language acquisition for ELLs, the ENL/ESL and classroom teachers work closely to deliver literacy instruction. Building academic vocabulary in both the native language and in English is essential for the academic success of our ELLs. Our goal is to create, through balanced literacy, a rigorous curriculum that ensures quality education and access to core curriculum.

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?

The performance of English Language Learners in the New York State English Language Arts Test in the 2014-2015 school year reflects the areas in which ELLs need to improve. This year, there was an increase in the number of students who scored a level one. The performance trends as a result of an analysis of the overall ELA/math student progress over the past three years indicate that students have made negligible progress in both ELA and Math. Faced with a difficult test and a short time to acquire the language and skills necessary to excel academically, ELLs did not fare well in the 2015 ELA and math tests even though the latter was administered in the students' native language. In math a large number of ELLs in fourth grade scored at level 1. The number of students who scored at level

2 decreased. In third grade, over 70% of ELL students scored at level 1. SIFEs did not fare well in the exams given in the native language since they are illiterate in their native language. Besides, a large number of ELLs in our school took the ELA and/or math tests for the first time this year. After looking at this data, intervention programs such as AIS, Imagine Learning, and afterschool programs have been put in place to support ELLs in their language acquisition and academic content knowledge. The focus is the development of academic vocabulary and writing which incorporates the 6+1 writing traits. Teachers in monolingual classes with large concentration of ELLs will be trained in the SIOP model and will be provided with ongoing professional development on ESL methodologies, so they can best address the academic needs of ELLs.

NYS Science Exam 2014- This exam is given in the native language and in English. Forty four percent of the students who took this test met or exceeded the standards. Eleven percent of ELL students scored at level 4. Thirty three percent of ELLs scored at level 3, 33% scored at level 2, and 23% at level 1. The data shows that the newly arrived students in the bilingual classes who did not meet the performance standard in science and math may have lacked the content knowledge to perform well on these tests.

ELL students in the Bilingual Program are assessed in their native language (Spanish) with El Examen de Lectura en Español (ELE). They are also assessed formally and informally by their teachers. Building academic vocabulary in both the native language and in English is essential for the academic success of our ELLs. Our goal is to create, through balanced literacy, a rigorous curriculum that ensures quality education and access to the core curriculum

Paste response to questions here:

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

At the start of the school year we review data from state exams, Fountas and Pinnell benchmark assessments and unit ELA assessments. Based on the data, we determine the needs of each student and plan appropriate instruction. It is our objective to ensure that all ELLs receive high quality Tier 1 core instruction. Our teachers are well trained in planning and delivering instruction to ELLs using ESL methodology. Our staff differentiate instruction as per students' language proficiency level, learning styles and current level of academic performance. The ELL team examines achievement at the class level and periodically measures students' progress to identify the competencies that need further intervention. If after receiving high quality Tier 1 instruction, ELLs do not show sufficient progress on specific skills, they are provided with additional intensive targeted intervention. The RTI Team meets every two weeks or as needed to review student progress and assess whether the intervention provided meets the needs of the student. Based on this data, The RTI Team determines whether the student continues to receive Tier 1 instruction or receives Tier 2 or Tier 3 intervention.

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

Students are grouped based on their linguistic needs. Forty eight percent of our ELLs are enrolled in bilingual classes and fifty two percent are enrolled in the Free Standing English as a New Language program. The Common Core Standards based units of study (curriculum developed by teachers at our school) have integrated reading, writing, and the content areas. Writing instruction includes shared and interactive writing as well as independent writing. During the course of the year, ELLs are exposed to a variety of writing genres across all subject areas. Performance tasks were created for each unit of study to assess mastery and diagnose needs.

ELA shift # 6 calls for deep and structured vocabulary development. Students are explicitly taught academic vocabulary (using the Frayer Model) and in tandem with the explicit instruction of reading strategies in order to increase their comprehension. Students in the Entering, Emerging and Transitioning stages of Second Language Acquisition will strengthen their academic language by developing their phonemic awareness, vocabulary, reading skills, fluency and comprehension. Posters and books with supportive illustrations, as well as scaffolding techniques, were used to make content accessible for the students. They were also able to use digital tools such as the SMART-Boards to engage in interactive tasks that supported their expressive and receptive skills. These activities are specifically designed to increase comprehensible input. Comprehensible input is a component of the Sheltered Instruction Observation Protocol (SIOP). Our teachers received initial training in SIOP on how to devise lessons that include language and content objectives.

The Target of Measurements/Bilingual Progressions will be used to plan instruction and design intervention activities to develop language acquisition. Teachers can also use the Home Language Arts Progression to create benchmarks and assessments to measure student progress in the New Language.

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?

Paste response to questions here:

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

Paste response to question here: As a school community we have established a culture of self-evaluation on a yearly basis. We begin with our Parent-Staff School Retreat every June. We revise and make new plans for the upcoming school year. Based on students' data, we assess the programs that worked and those that did not. If the outcome of a given program is not yielding the desired results, we can amend the program and make improvements or create a different program that better serves the needs of the students. The process itself is embedded in our daily practices as well. All staff members were previewed to data pertinent to student learning outcomes and achievement. Additionally, all staff engaged in activities to analyze student achievement data in order for us, as a school community, to reflect deeply on our current practices, and past challenges and success in reaching our yearly school's instructional goals.

We evaluate the effectiveness of the current ELL programs to serve the needs of the ELL population; the school examines ELLs' performance in formal and informal assessments such as the NYSESLAT, NYS Tests, teacher observations and conferences. The success of the programs and the intervention provided are measured by whether or not the students are making adequate yearly progress (AYP). Based on this data, the ELL team identifies the strengths of the services provided and the areas in need of improvement.

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.

As per CR Part 154, our school completes the English Language Learners (ELLs) identification process of newly enrolled students within ten days of initial enrollment. When a parent first comes to enroll his or her child, a licensed ESL or a trained bilingual pedagogue meets with the parent and the child to make an initial determination of the child's home language. An informal student interview in the native language and in English is conducted to assess language dominance. If the student does not speak any language other than English, then the student is placed in a general education program. After this initial meeting and formal interview, the process is formalized with the completion of a Home Language Identification Survey (HLIS). This survey is given in the parent's home language if a translated version is available. The school makes every effort to provide translated materials to parents who speak a language other than English. When necessary, parents are offered over-the phone interpretation services from the Translation and Interpretation Unit. After a parent completes the HLIS, the trained pedague reviews the Home Language Identification Survey and determines if the child is eligible to be tested using New York Identification Test for English Language Learners (NYSITELL), which is a test that establishes English language proficiency. Within ten school days of admission, the NYSITELL is administered to eligible students. The children that score at or below the proficiency level on the NYSITELL are designated as English Language Learners and become entitled to ENL/Bilingual Education services. In addition, if NYSITELL results indicate that a child is an ELL and Spanish is spoken in the home, she or he must also take the Spanish LAB to determine language dominance.

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).

Paste response to question here: In order to identify students with Interrupted Education (SIFE) in a timely manner, parents/guardians are interviewed to determine the student age at the time of admission, mobility, years of schooling and content learned in the native country and in the United States, if applicable. The questionnaire consists of 27 questions about the student school and family background. The student is then interviewed orally in the native language and in English. The initial interview and questionnaire are used to determine the nature and extent of a student's educational experiences. In addition, NYSITELL, Estrellita, DWA, Spanish lab and student work are used to determine if a student had interrupted or inconsistent formal education. The baseline assessment are administered with 30 days of enrollment.

SIFEs are assessed at regular intervals to reflect changing needs and adjust interventions.

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).

Paste response to question here: The Language Proficiency Team (LPT) reviews the IEPs of newly enrolled students to determine their language needs. The members of the LPT are the Assistant Principal in charge of the ENL/bilingual program, The Assistant Principal in charge of Special Education, the ENL teacher, a Special Education teacher, the bilingual guidance counselor and the student's parent or legal guardian. The LPT reviews the data of the student's English language development and based on the evidence, the

LPT makes a recommendation. Placement of students will take place within 10 school days of enrollment and 20 school days if the students entering with IEPs.

Translation and interpretation services will be available to parents, so that they can communicate in their preferred languages.

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.

Parents of newly identified ELLs are invited to attend an orientation meeting. After the group presentation is completed, parents are provided with a Parent Survey and a Program Selection Form in order for them to select the program of their choice. Individual interviews with parents are conducted to help parents select the program that best addresses the needs of their children. The ENL teachers and the Bilingual/ENL supervisor answer any additional questions or concerns parents may still have. We also distribute literature regarding the programs available in the school and in other NYC public schools. Parents who do not attend the meeting nor return the Parent Survey and Program Selection forms are called to set up individual meetings. The following measures are in place for the 2015-2016 school year to ensure that parents receive information and complete Parent Survey and Program Selection forms.

In order to accommodate diverse schedules we ensure that the following takes place:

- Parent Orientations are held frequently.
- Parent Orientation meetings are held both in the mornings and in the afternoons
- Individual meetings are held for parents.
- Follow-up phone calls for parents who do not attend orientation meetings.
- Home visits

Copies of the entitlement letters, program selection forms and placement letters are filed in a binder in a secured cabinet in the main office. Copies of the letters and survey forms are placed in the students' cumulative records.

Paste response to question here:

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).

The ESL teachers are in charge of informing parents of their child's ELL status. Letters are sent sent home along with the information regarding their right to appeal such decision within 45 days. The letters will be sent in the parents' preferred language. Copies of these letters will be kept in a binder in the ESL/Bilingual Program office.

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.

Within ten school days of enrollment, parents/guardians of students that are identified as ELLs are invited via a written notice and phone call reminders to attend an orientation meeting for newly identified ELLs. The orientation session is conducted in English and in Spanish. A translator is also available to provide translation services to parents who speak other languages. During this orientation meeting, a video in which all programs are described in detail is viewed by all attendees. At this meeting, we inform and explain to parents the available program choices at our school: Transitional Bilingual and Free Standing ENL Programs. Paste response to question here:

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.

Parents of newly identified ELLs are invited to attend an orientation meeting, conducted by the Director of the ESL/Bilingual program and two licensed ENL teachers. After the group presentation is completed, The ENL/ESL teachers provide parents with a Parent Survey and a Program Selection Form in order for them to select the program of their choice. The ENL/ESL teachers conduct individual interviews with parents to help them select the program that best addresses the needs of their children. The ENL teachers and the Bilingual/ENL supervisor answer any additional questions or concerns parents may still have. We also distribute literature regarding the programs available in the school and in other NYC public schools. Parents who do not attend the meeting nor return the Parent Survey and Program Selection forms are called to set up individual meetings. The bilingual program is the default placement when a parent does not return the Program Selection Survey.

The following measures are in place for the 2015-2016 school year to ensure that parents receive information and complete Parent Survey and Program Selection forms.

In order to accommodate diverse schedules we ensure that the following takes place:

- Parent Orientations are held frequently.
- Parent Orientation meetings are held both in the mornings and in the afternoons
- Individual meetings are held for parents.
- Follow-up phone calls for parents who do not attend orientation meetings.
- Home visits

Copies of the entitlement letters, program selection forms and placement letters are filed in a binder in a secured cabinet in the

main office. Copies of the letters and survey forms are placed in the students' cumulative records.

Paste response to question here:

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The name of the students whose parents have returned the survey are checked off against the ELL roster. A name not checked off indicates that the parent has not returned the survey. Parents who do not complete the Parent Survey and Program Selection forms are contacted via telephone or in person by the ESL teachers. All correspondence is done in the parents' preferred language. The Parent Survey and Program Selection forms are kept in a binder in the Bilingual/ESL office and in the Main office.
9. Describe how your school ensures that placement parent notification letters are distributed.
After students have been identified, the ENL teachers send letters home to parents. Copies of these letters are in a binder in the ESL/Bilingual office kept. All correspondence is sent in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Each child has a section of a binder that includes a table of contents of the aforementioned documents. Each document is checked upon receipt by the ENL teachers. The binder is kept in the Main office of the school and all administrators, ENL and Bilingual teachers as well as the school secretary have access to it. The binder is available to other teachers upon request. Copies of entitlement letters and Parent surveys are also placed in the students' cumulative folders.
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.

Each spring students are tested with the New York State English as a Second Language Achievement Test (NYSESLAT). The RLAT, RLAB, and the LRER reports are used to ensure that every student eligible to take the NYSESLAT is tested. School administrators as well as the ENL teachers review the most updated available ELL data to ensure that students take all the four components of the NYSESLAT. Attendance is taken before the administration of each modality of the NYSESLAT, and a list of absentees, if applicable, is generated. Grids and booklets are set aside so students take make-up exams. A final inventory of grids and booklets using ATS generated lists and school records is done for each section of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of the school year, continued entitlement, non entitlement and transitional support notification letters are sent to parents, in their language of preference, with their children. A checklist is used to keep track of the parents who return the forms and those who did not. The bilingual teachers, ENL providers, as well as the assistant principal in charge of bilingual education ensure that every student receives the appropriate letter. Parents must sign and return these forms. A checklist is used to keep track of the parents who return the forms and those who did not.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The ELL team carefully reviewed past Parent Surveys and Program Selection forms to determine the trend in program choices. The results indicate that 50.3 % of parents selected the transitional bilingual program and 49.7% of the parents selected the Free Standing ESL program. For the current school year, 65% of the parents of newly identified ELLs chose the bilingual program. The school makes every effort to honor parents' requests. However, when a class cannot be formed because the number of students belonging to the same language group does not require the offering of a bilingual education program, the supervisor in charge of the ENL/Bilingual program informs parents about transfer options and other programs available in the New York City Public School System. According to the Parent Surveys and Program Selection forms, the prevailing choices are ESL and TBE. Therefore, the school offers a Transitional Bilingual class in grades K through 5 and ENL services. If a high percentage of parents select a Dual Language Program as their first choice, then the school will look into setting up a Dual Language program.

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.

Students enrolled in the Free Standing ENL Program receive services by two certified ENL teachers

through a Push-In /Pull out model - In monolingual classes with a large population of ELLs, the ENL teachers pushes in. In this model,

a certified ENL teacher works in collaboration with the classroom teacher to provide English instruction using ESL methodology in the academic content areas such as math, science, social studies and English Language Arts, among other subjects. The "Pull-Out"

Model - In this model, students enrolled in monolingual classes are pulled out of their regular classroom to receive ESL instruction

by a certified ENL teacher.

b. TBE program. *If applicable.*

Our school has six transitional bilingual classes. There is a bilingual class in each grade. Research

indicates that there is a strong and positive correlation between literacy in the native language and learning English (Clay, 1993)

and that the degree of children's native language proficiency is a strong predictor of their English language development (Snow,

Burns, & Griffin, 1998). Students in the TBE program are heterogeneously grouped by grade with different English proficiency

levels as well as different Spanish proficiency levels. This program is designed to offer the students grade-level academic work in

their native language so that students maintain academic progress while developing English proficiency. In this program, content

area instruction is taught in the students' native language. English is taught using ESL methodology to assist ELL students in attaining

English proficiency so they are prepared to later enter the all-English mainstream general education classes. Teachers in the TBE

differentiate instruction, teaching in the native language for different amounts of time depending on the students' English proficiency

levels. Students at the Entering and Emerging levels are taught for 60% of the day in their native language and for 40% in English; Transitioning ELLs are taught in English half of the time (50%); Expanding students receive most of their instruction in English (75%) and 25% in the native language .

c. DL program. *If applicable.*

Paste response to questions here:

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)?

Paste response to questions here: In the Transitional Bilingual Program /ESL Program instruction is delivered through the workshop model using a balanced literacy approach. Students at the entering, emerging and low transitioning levels in a TBE class receive 1 unit of Native Language Arts (NLA) instruction per week (mini-lesson and independent work/conferring), 2 units of ESL per week, 1 unit of writing in the native language, 1 unit of math instruction mostly in the native language and forty-five minutes of enrichment classes such as art, music, dance, physical education and health. Each day, a 45-minute period (1 unit per week) is dedicated to social studies and science, which are taught mostly in the native language. Expanding students receive 1 unit per week of English Language Arts (ELA) instruction per week, 1 unit per week of writing (mini-lesson and independent work/conferring), 1 unit of ENL per week. They also receive ninety minutes per day of math instruction (2 units per week) in Spanish and 45 minutes of enrichment classes such as art, music, dance, physical education and technology. A 45-minute period a day (1 unit per week) is dedicated to social studies or science, which are taught in English using ESL methodology. |

Both programs adhere to the mandated number of ENL minutes as per CR Part 154 (360 minutes per week of ENL instruction for students

performing at the entering and emerging levels and , and 180 minutes for students performing at the high transitioning and expanding levels).

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.

Paste response here: In our Transitional Bilingual Program, content area instruction is delivered by the classroom teachers as well as content areas specialists who support the classroom teachers. In the beginning stages of English language development 60% of instructional time takes place in the student's native language and 40% in English. As the students develop fluency in English, instructional time in English increases. Grade-level academic work aligned with the Common Core Standards is provided in the student's native language, so that the student maintains academic progress while developing English proficiency. All teachers incorporate ESL methodologies, scaffolding techniques and differentiate instruction to make content accessible to the students.

Free Standing English as a New Language (ENL) - Students in this program receive all instruction in English and the required ENL units of instruction according to his or her English proficiency level. Students are heterogeneously mixed with the wider school population. The classroom teachers and the ESL teachers articulate weekly, or more often if necessary, for planning and to collaborate on instruction to support academic growth and second language acquisition. Flexible groupings, differentiated instruction and instructional scaffolding are incorporated into the workshop model to ensure academic success. Bilingual libraries, visuals, media center, books on tape and other materials are used to increase language development.

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

Paste response to question here: Formal and informal assessments are used to monitor student progress. These include Estrellita, DWA, and pre and post unit assessments.

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

All students at P.S. 199x are given formal and informal assessments throughout the year. Running Records are administered three times a year. This assesses their reading level including comprehension, fluency, and accuracy. During each lesson, teachers assess their students through conferences, observations, performance tasks and quizzes. For each unit of study common core standards are taught and assessed in each of the four modalities.

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

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

The Common Core Standards require that students read and comprehend complex texts which can be a daunting task for ELLs who have difficulty mastering the kinds of academic language needed to access these texts. Some of our ELLs have below grade-level literacy in their native language or have no formal or limited formal education prior to enrolling in an American school. This is particularly challenging to ELLs as well as teachers who may not have the necessary training to best address the needs of these students. To close the achievement gap it is the goal of the school to train all teachers so that every teacher has the knowledge and skills to meet the unique needs of ELLs.

- a. Students with Interrupted Formal Education (SIFE) require additional support to facilitate their integration into the school system.

Our students with interrupted formal education (SIFE), receive small group instruction from either their classroom teacher or an Academic Intervention Specialist (AIS), using the Foundations and/or Rigby Programs, and attend the After-School Program. Teachers use extra-linguistic cues to embed language in meaningful contexts. In addition, Language Power provides differentiated English language development activities in the four language modalities.

- b. The school offers the following support services to newcomers: extensive vocabulary instruction through the use of visuals and a computer based language development program, an after school program funded by Title III and Academic Intervention Services (AIS). Individual writing and reading conferences, read alouds, choral reading and shared reading are used to develop the four language modalities. In addition, the school provides opportunities to involve the children's families and encourages them to support their children with their native language, which strengthens their overall language development. Parents are invited

to

attend the monthly parent workshops and the Parent Coordinator provides support and information regarding the school and the community.

c. ELLs Receiving Service 4 to 6 Years -Our data shows there are 28 students with 4-6 years of service in our school. The school is committed to making sure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP). Therefore, the school provides the following support: extended day, differentiated instruction, ongoing assessment, small group instruction, AIS support and academic enrichment programs. Teachers scaffold the curriculum using varied media to convey key concepts. Additionally, the school provides students with targeted invention materials to support student learning -- Imagine Learning, a computer-based instructional program, Rigby: On Our Way to English and Foundations

d. Long Term ELLs (completed 6 years.) - Currently, there are no long-term ELLs. However, should there be any, a rigorous ENL program will be implemented to address the students' needs. The following interventions will be in place to support the academic growth of long term ELLs. Teachers will provide this specific population with a small group environment in which the affective filter is low; hence its conduciveness for second language acquisition. Students will use the Rigby Program and Language Power, which support language acquisition. They will engage in a series of activities geared to promoting language acquisition such as shared reading and writing. Shared reading is an instructional technique specifically beneficial to ELLs because of the high level of support provided by the teacher.

e. Former ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive 0.5 unit of ENL per week. These students also receive small group instruction utilizing a variety of methodologies that address the Common Core Learning Standards. In addition, these students will continue to have testing accommodations such as separate location, time extension and bilingual dictionaries to support them in class and state tests.

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.
- A committee formed by the student's teacher, an ENL teacher, a bilingual teacher, and the Administrator in charge of ESL/Bilingual education and the Committee on Special Education, if the student has an IEP, will review the student work in English and Spanish and make a recommendation to the Principal of the school. This process will be done within 10 school days of receipt of written notice to minimize the impact that a change in ELL status might have on the student.
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?
- This school strives to meet the diverse needs of ELL-SWDs by making sure that all students have access to a high standard academic content curriculum. Rigor is maintained by ensuring that all ELL-SWDs receive curricula materials that are aligned to CCLS for the grade levels. Leveled libraries with books aligned with the units of study are used to ensure access to the current curriculum. Content and language instruction will be supported by the use of ESL methodologies, scaffolding and the SIOP model. Conferences and modeling through think alouds, use of graphic organizers, questioning and discussion techniques and teaching vocabulary in context will support both language development and content knowledge. When necessary, teachers provide non-linguistic representation of words while engaging in a "think-aloud" that helps students identify key components of the visual and their relationship to the new word. Vocabulary is crucial to reading comprehension. Therefore, ELL-SWD will receive direct instruction in word meaning and in the strategies used to learn new words. Teachers will plan lessons that offer multiple exposures to new words and opportunities to use them in different contexts. In addition, technology is used in the classrooms to enhance instruction and meet the needs of ELLs. Every classroom is equipped with at least two computers.
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?

ents with special needs receive individualized instruction. The student's Individualized Educational Plan (IEP) is used to plan instruction. Also the ESL teacher assesses the demand of the curriculum and the language needs of the children and designs appropriate interventions. A multi-sensory approach is used to deliver instruction to ensure that students have the opportunity to experience language in a variety of ways. In addition to the ENL provider, an Academic Intervention Specialist (AIS) provides instruction in reading strategies to help students progress academically. There is ongoing collaboration between the ICT teacher, the classroom teacher and the ENL teachers to make sure that the students' needs are being met. The IEP team meets regularly to review IEPs, evaluate placement, student progress, and instruction. Based on the data, students are sometimes mainstreamed into general education for some subjects. In addition, ungraded groups have been formed and students are grouped according to their language proficiency to meet the diverse needs of ELLs.

Language Power, Rigby: On Our Way to English, Units of Study and Foundations are used to provide literacy and content instruction.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	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.

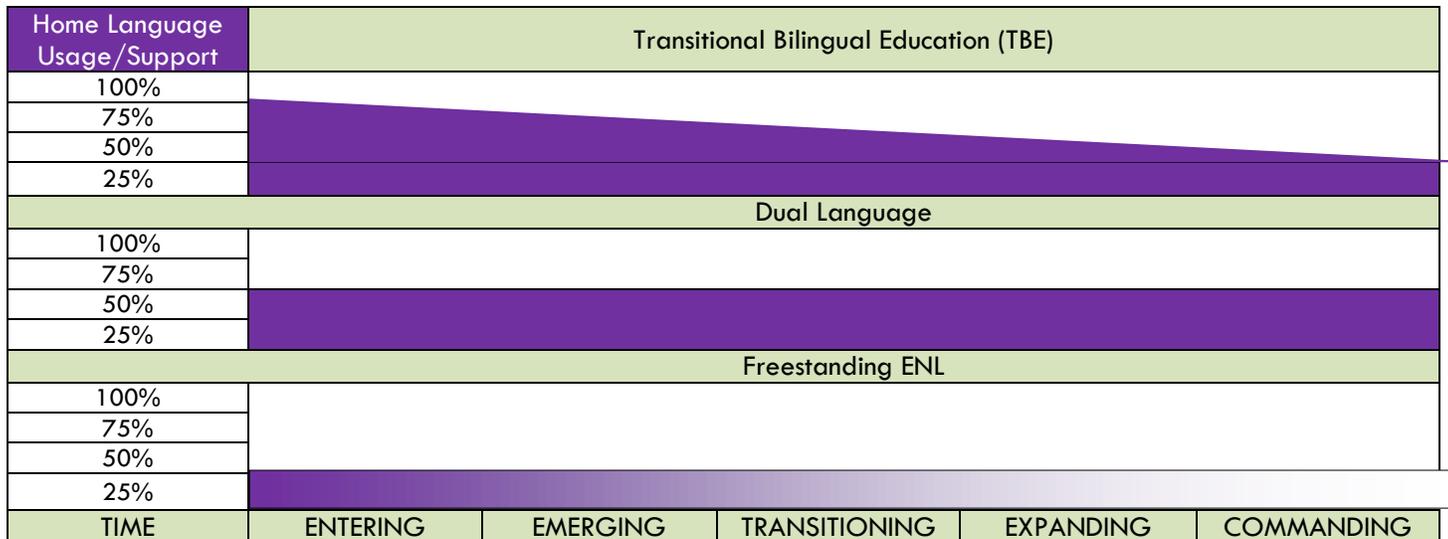


*Note: “other approved services” does not apply to New York City at this time.

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.
- After analyzing the data from the New York State English Language Arts and NYS math tests, it is clear that ELLs are performing below their peers in both tests. The findings indicate that the school needs to strengthen its instructional practices to meet the needs of ELLs. The school has already provided teachers with training on the use of the SIOP, sheltered Instructional Protocol to further support the instruction for our ELLs. As a school, we are expected to provide equal access to quality instruction; therefore teachers support students in their individual needs using, guided reading, small focused math group including the active use of math manipulatives, hands on activities and the use of technology to provide ongoing differentiated support. ELL students are taught reading strategies in small groups and a variety of instructional materials and methodologies are used to support their learning. Current units of study have been designed to align the content areas with reading and writing to support both language development and content knowledge. Students in the lower grades receive explicit phonics instruction in Spanish using the Estrellita Curriculum. All of these targeted interventions are offered in the language as per the class composition of each class.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our school has six transitional bilingual classes and the Freestanding ENL program. There is a bilingual class in each grade. This program is designed to offer the students grade-level academic work in their native language so that they maintain academic progress while developing English proficiency. This program is highly effective in providing language support as well as content knowledge. Our teachers follow Common Core aligned units of study. Each lesson is planned with each of our ELLs in mind. Our NYSESLAT scores have demonstrated that the existing program is effective in supporting their language and content achievement.
12. What new programs or improvements will be considered for the upcoming school year?
- We are considering a self-contained ENL class. The school will also be using Language Power, a program that includes listening, speaking, reading, and writing activities to support ongoing language development. It consists of three levels and each level differentiates for a range of abilities, as all language learners are unique.
13. What programs/services for ELLs will be discontinued and why?
- None. We will keep the program we have been using.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- In order to raise the standards for all ELLs, all school programs and activities are open to ELLs. ELLs are invited to participate in the Title III After School Program and extracurricular activities.
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.
- Paste response to question here: Research has shown that information that is embedded in context allows English Language Learners to understand and undertake more cognitively demanding tasks. Therefore, each classroom in the bilingual program is enriched with bilingual libraries and a large selection of books in Spanish and English. In TBE classrooms charts are posted in both English and Spanish. In the ENL program, students use bilingual dictionaries and glossaries. All classrooms have extensive libraries.
- Our school has a state-of-the-art technology lab where students read online books at their independent reading level. All classrooms are equipped with SMARTBoards which enhance instruction and learning, and every classroom has at least two computers and laptops available to students. The school provides students with targeted intervention materials to support student learning. ELLs have access to a wide variety of materials specifically designed for ELLs: Getting Ready for the NYSESLAT and Beyond, Rigby, On Our Way to English, Language Power and ELLs: The Finish Line.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Paste response to question here: Each classroom in the bilingual program is enriched with bilingual libraries. Teachers deliver instruction of the content areas in the native language. In TBE classrooms charts are posted in both English and Spanish. In the ENL program students use bilingual dictionaries and glossaries. Teachers also use visuals to scaffold instruction and make content accessible. Books in Spanish and other languages are available in the school library.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Paste response to question here: As a school, careful consideration is given to age and grade level in order for each student to be appropriately placed. Each of our common core aligned units of study is planned with strict fidelity to the grade level expectations.

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).

Paste response to question here: Parents are invited to tour the school and meet the principal, assistant principals, parent coordinator and the staff. At this meeting, parents have the opportunity to learn and ask questions about the different programs in our school.

19. What language electives are offered to ELLs?

NA

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional development is a key component for academic success. We at the Shakespeare School are committed to provide all teacher of ELLs, administrators, counselors and the school secretary with a comprehensive professional development program that will meet the individual needs of our staff . There are certain structures that our shool follows in order to determine the professional development that our techers need. We analyze our data from the ADVANCE system, informal and formal observation data, and student work. The instructional team which also includes the ESL teachers determine the needs of the staff. We are believers in individualized PD as well. In addition, all teachers are provided with a professional development survey at the beginning of the school year in order to provide them with the opportunity to select certain topics that teachers may feel they need furhter support on. Staff development takes place every Monday for 90 minutes and we also host a series of Lunch-N-Learn sessions with specific topics.

The professional development plan is fully in place by the end of the school year and it is further revised in September, when the results of the survey for teachers selection of topics is available.

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?

Topics will include, but are not limited to the following: Who is an ELL? Analysing NYSESLAT Data, implications for planning and instruction. Scaffolding Instruction for ELLs. Preparing the Students for the NYSESLAT; Engaging Students; Teaching Academic Vocabulary to ELLs using the Frayer Model. The ELL Institute offers monthly workshops on best teaching practices for ELLs. In addition to these workshops, teachers in the Bilingual/ESL program will meet every four weeks in order to dicuss best practices around teaching ELA to ELLs based on their level of language proficiency. biweekly to discuss instruction. Our school will also embark on the use of the SIOP model for all students. During the last week in August of 2015, the teachers will be offered a three day workshop series of SIOP.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here:

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.

The school will continue with its initiative to train all teachers with the SIOP model. The ELL institute has designed a series of workshops for all teachers. Sign-in sheets from all professional development sessions are filled and stored in a 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?

Paste response to question here: Teachers conduct individual meetings with parents during the 40-minute parent engagement block.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Educational research shows a positive correlation between effective parental involvement and student achievement. Parental involvement is a key component to a child's success. Throughout the year, parents are given many opportunities in which they can play an active role in their children's education. The school shares information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; The school hosts literacy night, math game night and family night. We also host a new parent breakfast in September in which we inform parents about the school programs, expectations, support services and upcoming event. In this meeting, parents are also informed on how they can get involved in school events and be part of our parent volunteers.

Parents wanted an ESL class and this year we offered a class. Because of its popularity among parents, we decided to offer one for the upcoming school year.

In addition, we will 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school partners with Community Based Organizations that provide workshops for parents of ELLs. DFOY is an afterschool program that provides homework assistance for students and needed child care for working parents. During the summer months, they have a summer camp for P.S. 199x students.

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

Our parent coordinator serves as a liaison between the parents and the school community. She is responsible for distributing and collecting the parent surveys. 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 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.

Parents who need translation are provided with translation services. All letters, newsletters and notices are sent home in both English and Spanish.

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

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;

D. Additional Information

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

Paste response here:

School Name: The Shakespeare School**School DBN: 09x199**

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)
Lilia Navarrete	Principal		10/30/15
Yasmin Quezada	Assistant Principal		10/30/15
Sandra Lopez	Parent Coordinator		10/30/15
Celeste Castillo	ENL/Bilingual Teacher		10/30/15
Natalie Rosario	Parent		10/30/15
Magali Bonnet	Teacher/Subject Area		10/30/15
Myrna Salguero	Teacher/Subject Area		10/30/15
Maria Abreu	Coach		10/30/15
	Coach		10/30/15
Ms. Raiza Santana	School Counselor		10/30/15
Leticia Rodriguez-Rosario	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
Jane Pagan	Other <u>Related Services</u>		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **School Name: The Shakespeare School**
 Superintendent: L. Rodriguez

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.

The school determines the parent language of preference at registration when he or she completes the Home Language Survey, the student registration form and the emergency card. All of these forms inform us the language in which the parent prefers to communicate with school staff. Then the information is entered into ATS, and it is used to ensure that parents' written translation and oral interpretation needs are met.

The Home Language Identification Survey which includes two questions regarding parents' language of preference, the emergency contact cards, registration forms, ethnic identification surveys as well as ATS reports were reviewed to identify the parents' language preference of communication.

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.

The findings show that English and Spanish are the preferred languages of most parents in our school. However, two parents indicated in the HLIS that they would like to receive information in both English and Arabic. The findings were reported to the staff during the First ELL meeting. At this meeting teachers were informed of the home language of their students. They were also informed that they can request translation services to communicate with parents. Brochures were given to teachers informing them of the availability of oral and written translation services provided by the NYC Department of Education.

A listing of the language services is available and posted in the school lobby, in the parent room and in the main office. Parents were informed during the first PTA meeting and curriculum night. This information was also made available via the school Newsletter.

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.)

Every parent receives a "Parent Folder" which includes the following documents :

- School policy / Regulations
- A Welcoming letter to parents
- The Parent Handbook
- NYC Department of Education Parent Guide
- Parent Teacher-Conference announcements are sent a week prior to the meeting.
- New York State and NYC testing dates
- Monthly Newsletters
- The monthly school calendar of events
- School closures
- Afterschool and Saturday Academy program information
- School hours
- School uniform policy memorandum
- Book of the Month letters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night - September 2015
Parent-Teacher Conference - November 2015, March 2016 and May 2016.
Monthly PTA meetings
Tuesdays- Designated Parent Meeting time
Response to Intervention Meeting
Breakfast with the Principal

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.

For the most part, written documents are translated in-house by staff members, and all correspondence is sent in English and in Spanish. Our parent Coordinator, a guidance counselor, a speech therapist, two assistant principals and bilingual teachers are available for the translation of all school letters, notices and documents. To ensure that translations are done in a timely fashion, all documents and letters that need to be translated are submitted to the administrator in charge of translations at least three days prior to distribution. She in turn assigns a bilingual staff member to translate the document(s). A French-speaking teacher translates for our French speaking parents. Teachers can request translation services to communicate with parents. If necessary, the school will use the services of the Department of Education Translation and Interpretation Unit to assist with written or oral translation.

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.

Translation are available during Parent-Teacher conferences. All school meetings are conducted in both English and Spanish. We have enlisted the support of a French speaking pedagogue to facilitate communication with our French-speaking parents. In addition, bilingual in-house staff is available to translate during Parent-Teacher Conferences. Teachers can also request translators to communicate with parents at other times. Two staff members in the school main office are bilingual(Spanish/English)are available to assist Spanish speaking parents. If needed, the office staff will call the Department of Education Translation and Interpretation Unit to assist with oral translation.

Part D: Training Staff on Policies and Procedures

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

Staff members were also informed at our general staff meeting that they can request translation services to communicate with parents. Brochures were given to teachers informing them of the availability of oral and written translation services provided by the NYC Department of Education. In addition the ENL teachers distributed the Language Palm Card to all staff members.

A listing of the language services is available and posted in the school lobby, in the parent room and in the main office. Parents were informed of the translation services available to them during the first PTA meeting and at the curriculum night meeting. This information was also made available via the school Newsletter.

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

As a school, we continuously strive to integrate our parents into our community. Therefore, the school administration and staff make every effort to provide parents with information in their native language. All parent letters and notices are translated into Spanish. In addition, we have a parent volunteer who translates for Spanish-speaking parents. Translation and interpretation posters are displayed in the main lobby of the school, the PTA room and the main office. Parents are informed of all available translation services via our monthly newsletter that is published in English and in Spanish. Parents who are hearing impaired can use the Relay Call System to communicate with school staff. When in-house staff members cannot provide the specific services, the Department of Education Translation and Interpretation Unit are requested.

Part F: Monitoring and Quality Control

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

We are in the process of creating a survey to evaluate the quality of the services provided.