

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X280

School Name:

P.S./M.S. 280 MOSHOLU PARKWAY

Principal:

JAMES WEEKS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: 10X280 School Number (DBN): 10X280
Grades Served: K-8
School Address: 3202 Steuben Ave, Bronx, NY
Phone Number: 718-405-6360 Fax: _____
School Contact Person: James Weeks Email Address: Jweeks3@schools.nyc.gov
Principal: James Weeks
UFT Chapter Leader: Nancy Hernandez
Parents' Association President: Karina Gil
SLT Chairperson: Antoinette DiBiase
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Patricia Carias
Student Representative(s): _____

District Information

District: 10 Superintendent: Ms. Melodie Mashel
Superintendent's Office Address: One Fordham Plaza Bronx NY 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

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

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
James Weeks	*Principal or Designee	
Nancy Hernandez	*UFT Chapter Leader or Designee	
Karina Gil	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Patricia Carias	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elan Schy	Member/Staff	
Valentina Gorvokaj	Member/ Staff	
Yaneth Garcia	Member/Parent	
Antoinette DiBiase	Member/ Staff	
Victor Luna	Member/Parent	
Rachel Dempsey	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

At PS/MS 280, we believe each child is capable of achieving academic excellence in a safe, supportive and print-rich environment. We challenge our students' intellect, encourage independent thinking and nurture individual talents. Our school culture expects the staff to be dedicated, caring and hard-working. We foster social responsibility and moral growth in a partnership with our parents. Living and working in a diverse community, we value tradition and the joy of being a learner.

The CEP was created through collaborative efforts on the part of the principal and the other members of the SLT with support from assistant principals and content areas coaches to gain an even perspective from both elementary and middle school practices. The constituents met weekly to reflect, discuss and record examples of coherent school-wide practices regarding curriculum, instruction and assessment.

Coaches and administrators at the elementary and middle school level consolidated a summary of their common practices for each component of the CEP

We have also strategically partnered with consultants who are dedicated to increasing teacher effectiveness, one of the most critical factors in student success. Working closely with the right consultant services can transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. One specific initiative in our school includes implementing Mastery Connect, a web based tool to define essential key standards to be measured and tracked. We build common assessments and organize them on curriculum maps, align assessments to standards, administer, norm and score the assessments as a team and adjust instruction based on the data analysis. Being the one of the first schools in NYC to pilot the Mastery Connect Tool, we continue to build teacher capacity and develop formative assessments to drive instruction. For the 2015-2016 school-year, PS/MS 280 has been chosen as a lead school for Teaching Matters' Network Improvement Community initiative (NIC). As a NIC school, Mastery Connect will be used to monitor student progress against the standards, a competency based coaching model for teacher leaders will result in micro-credentialing teacher leaders, and structured opportunities for collaboration will continue. The intended outcome of participating schools will result in receiving Proficient or Well Developed in QR 2.2, 4.2, both components in which PS/MS 280 received a Well Developed in the 2014 school Quality Review.

Over the past year, PS/MS 280 has made significant progress in the Framework for Great Schools element related to building stronger family ties. This past year, we invited families in to learn about their child's progress and to learn about the rigorous curriculum students engage through monthly parent workshops hosted by classroom teachers. Parent engagement continues to be a goal for our school, so that we can work together for greater student outcomes.

10X280 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	879	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.9%	% Attendance Rate			92.4%
% Free Lunch	90.5%	% Reduced Lunch			4.0%
% Limited English Proficient	16.3%	% Students with Disabilities			24.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			9.5%
% Hispanic or Latino	71.6%	% Asian or Native Hawaiian/Pacific Islander			12.8%
% White	5.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.66	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			12.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	23.2%	Mathematics Performance at levels 3 & 4			29.9%
Science Performance at levels 3 & 4 (4th Grade)	87.4%	Science Performance at levels 3 & 4 (8th Grade)			29.5%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			88.2%
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			YES
White	YES	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			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	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	NO	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	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Strengths:

- According to the 2014-2015 Quality Review, our school’s strength is aligning curricula across subjects and grades to Common Core Learning Standards and strategically integrating the instructional shifts. Teacher teams plan and refine units of study and academic tasks using student work and assessment data. Impact: The school’s strategic curricular decisions result in coherence across grades and subjects for all students, and promote college and career readiness. Teacher team’s use of varied student data and student work ensures all learners have access to the curricula and that tasks are cognitively engaging.

Needs:

- According to the 2014-2015 Quality Review our school needs to build opportunities for students to take ownership of their learning and participate in high levels of discussion. This includes scaffolding student engagement towards the ultimate goal of student-to- student discussions that deepen student understanding.
- According to Mastery Connect, additional assessments should be created and captured in order to get a more comprehensive view of student mastery against the standards
- According to Student Work Analysis: Tasks should be measured against a rubric to ensure rigor. We must ensure learning tasks and activities are rigorous, while allowing entry points for various learners?

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 2015, teachers will be able to effectively promote learning through discussion for all students including English Language Learners and Students With Disabilities as prescribed by Danielson’s Framework for Teaching Component 3b: Using Questioning and Discussion Techniques, which will result in a 10% increase in average ELA proficiency to 2.55 and math proficiency to 2.70.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will engage in Professional Development on the topic of Danielson Framework for Teaching Component 3B: Using Questioning and Discussion Techniques and 3C Engaging Students in Learning.</p> <p>Teachers will engage in cycles of Teacher Driven Observations (TDO) following protocols from The Transparent Teacher. The observed teacher will set the focus aligned to school wide goal (i.e. effective questioning, high expectations, rigorous tasks, engaging students in discussion) and charge peer observer with collect data on a specific aspect of his/her teaching. Pairs of teachers will analyze the data to set next steps to improve practice using a non-evaluative, action research based approach.</p>	<p>All teachers</p>	<p>September-June</p>	<p>Instructional Coaches/Administrators</p>
<p>Continue to refine curriculum with a focus on integrating Expeditionary Learning Modules and Math Modules to existing curriculum. Refine protocols for looking together at student work to determine the level of rigor in tasks, student outcomes and gaps in instruction. Build teacher capacity to utilize Webb’s Depth of Knowledge and Hess’ Levels of Cognitive Demand to assess the rigor of tasks and make improvements to tasks to increase rigor, while providing access to SWD and ELLs, when needed.)</p>	<p>All teachers</p>	<p>September-June</p>	<p>Classroom teachers Teams, Cluster Teacher Teams</p>
<p>Develop and implement specific protocols with clear expectations, checklists and rubrics for engaging ALL students in quality discussions (i.e. use of accountable talk stems, protocols for classroom discussions such as Number Talks, Book Club Discussions, Debates, and Presentations etc.)</p>	<p>All Teachers, ELLS, SWD</p>	<p>September – June</p>	<p>Classroom Teachers, Cluster Teachers</p>
<p>Create and capture additional assessments on Mastery Trackers for ELA and MATH that address standards that were not previously assessed</p>	<p>ELA and Math</p>	<p>September – June</p>	<p>ELA/ Math Teachers and Coaches</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.

Human Resources: Money will be allocated for consultants from Teaching Matters and other vendors to work with our staff to provide direct professional development as well as guide our administration and coaches to create professional development

Instructional Resources: Money will be allocated to purchase Mastery Connect, instructional literature for coaches and teacher teams and common core tasks.

Scheduling: Money will be allocate for per diem substitute teachers to provide coverage for teachers to attend professional development during the regular school day. Money will be allocated for teachers to earn per session for after school professional development, curriculum planning and participation in parent engagement activities.

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

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

Part 5 – Progress Monitoring

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

Progress monitoring will be evidenced by agendas and presentations of each PD session, teacher attendance to various cycles of professional development, teacher reflections including the implications of new learning on teaching practice, and teacher growth on the Danielson rubric for component 3b on formal and informal observations.

Progress monitoring will be evidenced by agendas, presentations and teacher attendance to various cycles of professional development for TDO, teacher reflections including the implications of new learning on teaching practice, and teacher growth on the Danielson rubric for various components, specifically 4a: Reflecting on Teaching, 4d: Participating in the professional Community, 4e: Growing and Developing Professionally, 4.f: Showing professionalism.

Teacher lesson plans will indicate HOT questions and discussion protocols. Tasks will have a DOK level assigned. Classroom environments will include protocols and sentence stems for accountable talk.

Mastery Connect Trackers will have additional assessments that track mastery levels on additional standards that were not previously assessed.

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

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

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

Part 1 – Needs Assessment

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

N/A

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.

- N/A

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>
N/A			

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.

N/A

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.

N/A

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

<ul style="list-style-type: none"> • 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.
N/A

Part 2 – Annual Goal

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

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>
N/A			

Part 4 – Budget and Resource Alignment

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

<ul style="list-style-type: none"> 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.
N/A

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.

N/A

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

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

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

Part 1 – Needs Assessment

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

Strengths:

According to the 2014-2015 School Quality Review :

- The school has created monthly workshops for parents, on Tuesdays, during which teachers review the curriculum for the coming month, the assessments being used, and student progress. Parents stated that the workshops give them a clearer understanding of the Common Core Learning Standards and provided them with tools to support their children at home with the strategies they learn in school. One parent said she told her child he was doing his homework incorrectly when he was marking his paper with stars, underlining words, and circling phrases, but then she came to a workshop and learned that these were the strategies her son was using. Additionally, parents receive monthly standards-based progress reports.
- Teacher and school leaders effectively use technology-based communication tools for parent out-reach, giving real-time data and to keep them informed of school events. In kindergarten through grade 4 teachers use Class

Needs:

Based on parent attendance at monthly workshops:

- Continue to engage parents and families so they are likely to play an active role in supporting their child’s education.

Part 2 – Annual Goal

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

During school year 2015-2016, PS/MS 280 will build stronger partnerships with parents and families so that they are more likely to play an active role in supporting their child’s education which also result in an increase on at least 4 out of 7 categories on the Parent Section of the school survey **School Culture:** How do parents feel about the school’s learning environment?

- keeps me informed about what my child is learning. (96)
- keeps me informed about services for me or my child, such as tutoring, after-school
- programs, or workshops at school. (92)
- makes me feel welcome. (97)

- has teachers who are interested and attentive when they discuss my child. (96)
- has high expectations for my child. (97)
- helps keep my child on track for college, career, and success in life after high school.
- (92)
- communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school. (89)

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>Host parent workshops to review curriculum for the coming month.</p>	<p>Parents</p>	<p>Each month from September 2015-June 2016</p>	<p>Teachers, Coaches, Assistant Principals and Principal.</p>
<p>Inform families of student progress through Parent Teacher Conferences, Progress Reports, Mastery Connect Student Reports</p>	<p>Parents</p>	<p>At least 4 times a year from September 2015-June 2016</p>	<p>Teachers, Coaches, Assistant Principals and Principal.</p>
<p>Provide teachers with time both during the school day and during the after school parent engagement time to plan and prepare for the workshops.</p>	<p>Teachers</p>	<p>At least once a week from September 2015-June 2016</p>	<p>Teachers, Coaches, Assistant Principals and Principal.</p>
<p>Provide teachers with time both during the school day and during the after school parent</p>			

engagement time to plan and prepare progress reports.			
Use of school based web site and phone alerts to notify parents of workshops as well as all school activities.	Parents	All parent notifications should be sent home through e-mail, put on the school website and also announced over the school phone system from September 2015-June 2016	School technician, parent coordinator, school secretaries.

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.											
Human Resources: Funding will be allocated for consultants from Teaching Matters, who will work with our staff on the curriculum planning and feedback that will guide the planning of the monthly curriculum workshops. Per session money will be allocated for Paraprofessionals will provide baby-sitting services.											
Instructional Resources: Funding will be allocated to purchase assessments from each of the ELA and math curriculums used for each grade as well as those that are teacher generated through Mastery Connect.											
Scheduling: Money will be allocated to provide per diem substitute coverage for teachers to attend professional development during the regular school day and per session money will be allocated for teachers to attend professional development after school.											
Money will be allocated to purchase of school based web site and phone notification system to notify parents of workshops as well as all school activities.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Monitor parent engagement as evidence by sign in sheets to various PTC’s and Workshops.											
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)	Students who fall in the bottom third range on ELA State Assessment	Close Reading Strategies, Written Responses to Prompts, Performance Tasks related to standards.	Small group	During and After School
Mathematics	Students who fall in the bottom third range on MATH State Assessments	Fluency, Computation and Standards Based Performance Tasks	Small group	During and After School
Science	Students who fall in the bottom third on Science State Assessments	Standards Based Performance Tasks	Small group	During the school day
Social Studies	Students who perform in the lowest 1/3 on standards based classroom work.	Standards Based Performance Tasks	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students will be identified by classroom teachers, administrators and families if at risk guidance is required.	One-on- one or small group counseling for 4 week cycle.	One-on- one or small group.	During and After 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.
Currently, 100% of the teaching staff is highly qualified teachers. In order to maintain 100% HQT status, administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. The Pupil Personnel Secretary will work closely with our network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers.

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).
<p>Our administration along with the coaches will plan weekly professional development sessions where teachers refine their practice in preparing students for college and career readiness. Specific PD topics include,</p> <ul style="list-style-type: none"> • Understanding and using the Danielson Framework for Teaching • Revising the ELA and Mathematics curricula • Devising multiple entry points for our struggling, ELL and IEP students • Analyzing and monitoring individual student data from 4 ELA and 4 Math Simulations • Professional development on the Common Core Standards (CCS) and aspects of the DOE Instructional Shifts in ELA/Literacy and Mathematics. • Promoting Social Emotional Learning to develop the whole child • Utilizing the Mastery Connect Tool to assess and communicate student achievement against the standards • Providing students with meaningful actionable feedback • Sharing Best Practices

In addition to the PD, supervisors and coaches will provide differentiated professional support (modeling, inter-classroom visits, 1:1 tailored planning meetings, as deemed necessary, or requested); continuous access to professional inclass support – as requested and/or required; new teachers meet weekly with their grade leader, or coach, to receive mentoring; all teachers participate in 1:1 meeting with supervisor, following an observation, for timely and actionable feedback that is based on the Danielson framework for Teaching.

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.).

Kindergarten Orientation is held in June prior to a child's entrance into Kindergarten at PS/MS 280. Two sessions are held, one in English and one in Spanish. During this session parents are invited to the school to meet the kindergarten teachers and walk through the current kindergarten classrooms. The Math and Literacy Coaches also provide an introduction to the curriculum and learn more about the emotional/social transition their child will face from the guidance counselor.

Our Response to Intervention Team (RTI) provides parents with resources for struggling Kindergarten students so they can receive early intervention services as needed.

Through the "Turning 5" process, IEP's are generated for Pre-K students as needed as they transition to Kindergarten.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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	757,744.00	X	5a,5c
Title II, Part A	Federal	132,792.00	X	5a,5c
Title III, Part A	Federal	15,724.00	X	5a,5c
Title III, Immigrant	Federal	0	X	5a,5c
Tax Levy (FSF)	Local	4,816,172.00	X	5a,5c

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. PS/MS 280, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/MS 280 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

[School name] , 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>PS./MS 280x</u>	DBN: <u>10X280</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>140</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 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>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The goal of our ESL Title III program is to empower our ELLs with the necessary skills, so that they can become English proficient and meet the NYC/NYS academic and performance standards. Our total ELL population is 140. It is our belief that ELLs acquire English language skills by being immersed in the language. The children will be taught in English, however Native Language will be used to provide support to children who need it. The teachers will incorporate various ESL strategies, methodologies and good practices in their lessons. The ESL standards and the Common Core Learning Standards will be an integral part of lesson planning. After examining the Data Analysis and AMAO estimator Tool, pertinent information will be utilized to develop an instructional program that will promote academic achievement for ELLs specifically in their sub groups. Our afterschool program will focus on developing the four language modalities: listening, speaking, reading and writing. The program will consist of 6 classrooms: one kindergarten class that will service all language proficiency levels, one first grade class of all proficiency levels, Two second grade classes will service newly arrived ELLs and Beginner ELLs, a second grade class will service Intermediate and Advanced ELLs, one third grade class of all proficiency levels and one fourth grade class with a focus on long term ELLs. Each class will service from 15-24 students of different language proficiency levels. Approximately, 95 children will be serviced under Title III. The program will be offered to all ELLs within the grade spans and the various ELL sub groups including SETTS and SWDs . The program will meet twice a week-Wednesdays and Thursdays for an hour and fifteen minutes. The Bilingual Coordinator will provide ongoing professional development and support in the class so that all students receive the required language instruction from a certified ESL/bilingual teacher each time the program meets. Two bilingual Educational Assistants, who will be paid for by another funding source, will also facilitate with small group instruction in the kindergarten, 1st grade and two second grade classes.

The teachers will choose a theme in which the children will be totally immersed for a duration of four to six weeks. The children will develop the four language modalities of listening, speaking, reading and writing via thematic units of study. An emphasis will be placed on developing thematic units throughout the content areas. A specific focus will be placed on building literacy skills and reading comprehension and writing in the upper grades. The teachers will purchase materials that will enhance the thematic units of study as well as deepen the childrens' understanding of various concepts for. The materials purchased will be tailored to promote and facilitate the acquisition of language. For example, Lakeshore vocabulary development activities, bare books, notebooks, oak tag, folders, crayons, pencils, paper, markers and other consumables as well as art materials for culminating activities. In addition, we will purchase some units from National Geographic-(Windows on Literacy & Reading Expeditions) Language, Literacy and Vocabulary. The RIGOR- intervention for ELLs kit will be used in the upper grades as well. Thematic units might include Dinosaurs, Bears, Transportation, The Solar System, Wolves, Animals of the Polar Region, Nocturnal Animals, Mexico, Ancient Egypt, China, India, United States, Ocean Life, Rain Forest, Animal Habitants, Fairy Tales like the Cinderella stories around the World, Tall Tales and Food and Nutrition. Fiction and Non-Fiction books as well as Poetry and the Arts will be used to enhance each theme. Throughout the development of each theme, the content areas of science, social studies, and math will be addressed. The thematic units will run for the duration of a couple of weeks to a month. Once a theme has been completed, another one will be chosen. At the conclusion of each thematic unit, the children will produce a culminating activity. The children and teachers will partake in the decision of which theme is chosen next. The proficiency levels will also be considered for differentiation of instruction. At the end of the program, the children will have a celebration of their

Part B: Direct Instruction Supplemental Program Information

work and they will receive a completion certificate. The parents will be invited to attend the celebrations. On occasion, the parents may be asked to volunteer for classroom projects or to give a presentation. The program will begin on January 19, 2015 and will continue until the duration of the NYSESLAT (May 4-15, 2015). The program will be offered to the 3 ESL certified teachers and 1 bilingual teacher who holds a Bilingual Extension as well as content area teachers. An art Consultant will be hired for a couple of sessions to work with the teachers and students in producing artistic projects. They will also keep a portfolio of all their work. The children will also develop and create books and crafts which will reflect the specific thematic units which they have been learning about.

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: _____ Teachers who are part of the After School Title III will be offered a series of mini-workshops. The workshops will be offered once a month for an hour and fifteen minutes. These workshops will be offered on a Friday. The workshops will be conducted by the Bilingual Coordinator and an ESL certified teacher. The purpose of these workshops is to provide teachers with support, strategies, ideas and best practices as they promote second language acquisition in their class. The Professional Development Program will provide the following opportunities for the after school staff members:

- a) _____ Overview of the Common Core Learning Standards & Using the Data Analysis and AMAO Estimator to drive instruction: LAB, LAB-R, NYSITELL and NYSESLAT (January 21, 2015)
- b) _____ Introduction to the SIOP Model -ELLs Strategies that can be used to help ELLs in second language acquisition & Best Practices (February 17, 2015)
- c) _____ SIOP Model and Differentiated Instruction (March 17, 2015)
- d) _____ Literacy/Writing Strategies and best practices that can be used for the ELA/NYSESLAT (April 21, 2015)

In addition to the workshops, The duration of each session will be one hour and fifteen minutes. The teachers will outline, highlight, discuss and devise a list of Reading and Writing Strategies that they will teach during small group activities and instruction.

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: _____ In order to promote parental participation, parents will be offered workshops that will enable them to extend the themes at home and provide them with strategies and activities that they can use to help their children. The workshops will be provided by Health Professionals, Community Leader Representatives and Valley Bank. Bilingual Coordinator who holds an Early Childhood license with a Bilingual Extension and an ESL certified teacher. The workshops will be offered once a month starting with the month of January and ending in the month of May. The workshops for January through April will be an hour and half and the workshop for May will be an

Part D: Parental Engagement Activities

hour. The workshops for January, February March and April will be offered during the school day. Some of the following topics will be offered to parents:

- Health and Nutrition: Making Healthy choices presented by Montefiore Hospital
(January 23, 2015)
- Managing Your Money- How to budget your money presented by Valley Bank
(February 10, 2015)
- Tapping into Community Resources- community based organizations presented by the New York Public Library or Bronx Borough President's office
(March 10, 2015)
- The Implications of living in a Technological Era- A world of smart technology
(April 14, 2015)

These workshops will be offered to the parents of all ELLs but a special emphasis will be placed on the parents of students who are participating in the Title III Extended Day Program. Although the workshops will be offered in English and Spanish, speakers of other languages who require a translator will have the opportunity to request one from the school in advance. As per the language and interpretation regulation, a translator will be provided. Refreshments will be served at every workshop. The parents will be notified via written communication (letters), phone calls, fliers will be placed throughout the school building and reminder letters will be sent home as well. The materials to be purchased for these workshops will include copy paper for handouts, folders, take-home projects, writing utensils and chart tablets.

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 <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

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.
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 10	Borough Bronx	School Number 280
School Name P.S./M.S. 280		

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 Mr. James Weeks	Assistant Principal Christina Aiello
Coach Dahianna Adames	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sandra Garcia-ESL Teacher	School Counselor type here
Teacher/Subject Area Antionette Dibiasse-Test Coor.	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider Lourdes Garcia-SETSS	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Rosalia Medina-ENL Coor.

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	3	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	895	Total number of ELLs	109	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	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	---

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	85	ELL Students with Disabilities	33
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	85	0	16	21	0	17	3	1	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	19	11	11	9	10	4	12	6					0
Chinese														0
Russian														0
Bengali		1	1	1					1					0
Urdu									1					0
Arabic	2		2	3	1	2	1	1	2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1		1									0
Other							1							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)	6	3	4	2	3	2	2	4	3					0
Emerging (Low Intermediate)	0	3	2	1	0	2	0	1	3					0
Transitioning (High Intermediate)	1	2	2	1	2	0	0	1	0					0
Expanding (Advanced)	0	12	7	11	6	8	4	7	4					0
Commanding (Proficient)	2	4	5	10	4	3	3	2	4					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1	0	0	0
4	14	7	2	0	0
5	8	1	0	0	0
6	10	2	0	0	0
7	8	1	0	0	0
8	10	2	0	0	0
NYSAA	2	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9		2		0		0		0
4	11		9		4		0		0
5	7		2		1		0		0
6	7		6		0		0		0
7	8		1		0		0		0
8	8		4		0		0		0
NYSAA	2		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		8		11		2		0
8	5		6		1				0
NYSAA Bilingual (SWD)	2								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:

Some of the assessments tools used to assess early literacy skills for ELLs are DRA (K-4), Reading Street -Benchmarks and unit exams, leveled readers, Teachers College-Running Records (6-8), and Fountas and Pinnell for Reading levels correlations. In addition, the ESL teachers use National Geographics and Benchmark Explorers. In Reach, the children are assessed at the end of each unit of study and are grouped by language proficiency level. Teacher observation and differentiated teacher created assessments are also used for examples performance sampling based on specific tasks, integrated curriculum projects, multimedia presentations, story reenactment, leveled questions, dioramas cooperative group presentations, buddy presentations and language experience activities. The insights that the data provides about our ELLs is that there is a need to create more rigorous lessons that would engage students activities that will enhance their interpersonal communication skills as well as developing critical thinking skills.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Paste response to question here:

Assessment Analysis of the NYSITELL/NYSESLAT 2014-2015

The data reveals that 27% of our ELLs are Entering, 11% are Emerging, 0.8% are Transitioning, 54% are Expanding and 35% are at the Commanding level. The data further reveals that as children transition from one grade to the next, they generally move up a proficiency level or remain on the same level. This is extremely crucial as this affords us the opportunity to meet our AMAOs 1 and 2. Patterns across the modalities will affect instructional decisions made by the ENL teachers and the scores will be shared with the classrooms teachers as well. The teachers will tailor their lessons to meet the needs of ELLs across all language modalities and provide more focused instruction. The ELL Coordinator will also use this data to order appropriate materials to further help the ELLs with the academic areas of need.

According to the most recent English Language Arts exam, 88% of our 3rd grade ELLs scored at Level I and 11% scored at Level II. In the 4th grade, 60% of our ELLs scored at Level I and 30% scored at Level II and 9% at Level III. Interestingly enough, These students who scored 3 also scored Commanding in the NYSESLAT. In the 5th grade 88% of our ELLs scored at Level I and 11% scored at Level II. In the 6th grade, 83% of our ELLs scored at Level I and 17% scored at Level II. In the 7th grade, 88% of the ELLs

scored at Level I and 11% scored at Level II.

According to the most recent New York State Math exam, 81% of our 3rd grade ELLs scored at Level I, 18% scored at Level II. In the 4th grade, 46% of our ELLs scored at Level I and 36% scored at Level II and 16% scored at Level III. In the 5th grade, 70% of our ELLs scored at Level I and 36% scored at Level II and 16% scored at Level III. In the 6th grade, 54% of the ELLs scored at Level I and 46% scored at Level II. In the 7th grade, 89% of the ELLs scored at Level I, 11% scored at Level II.

One thing is evidently clear: our ELLs performed better in the NY State Math exam than on the ELA: more ELLs scored at level II in math as opposed to the ELA where more of our ELLs scored on Level I. More emphasis will be placed on helping ELLs to develop more writing and reading skills and vocabulary strategies. ELLs in grades 4th and 6th scored higher at Level II part to do with the fact that they piloted the Modules from Engage. These modules, although very rigorous, provided students with more exposure and structure. Writing on Demand and look back and write also provided students with more scaffolds for their writing.

According to the New York State Science exam, the 4th grade results were as follows: 25% of the ELLs scored at Level I, 30% scored at Level II and 41% scored at Level III. In comparison to last years Science scores, our ELLs scored higher this year than last year. The increase in scores could be attributed to the increase of rigor in science and non-fiction genre study. It is imperative that we continue to provide our ELLs with high-quality instructional practices.

Our ELLs are closely monitored and are provided with ENL services as per New York State CR Part 154 mandates. English Language Learners who are in the proficiency levels of Entering and Emerging are provided with 360 minutes of ENL instruction per week. ELLs who are at the Transitioning and Expanding levels of language proficiency are provided with 90 minutes of ENL and 90 minutes of ELA. Additionally, ELLs who have scored Commanding in the NYSESLAT will continue to receive services for an additional two years. They will be provided with 90 minutes of integrated ENL in ELA, Math or any other Content Area. The ENL teachers as well as the classroom teachers who have ELLs, group them according to their language proficiency levels and reading levels. The ENL teachers create rigorous and challenging lessons that promote the four language modalities of Listening, Speaking, Reading and Writing. In addition, an array of teaching materials, tools, manipulatives and literature pieces both fiction and non fiction are used to compliment the different learning styles. Since the data reveals that our ELLs are not performing well in the ELA exam, there will be a greater focus in both reading and writing. Children will be provided with additional scaffolds that will target literacy and writing instruction as well as reading and writing strategies. Our ELLs will also have the choice of participating in afterschool programs like AIS-morning or afternoon, Saturday Academy, Title III-Extended Day and a new Morning Program specifically designed for Entering ELLs in grades 6-8. The ELLs will also be assessed through the following programs: Foundations and Wilson, Reading Street Benchmark for Guided Reading and Reach and INside for freestanding ESL. They will receive instruction in strategies and skills for ELA and NYSESLAT exams using National Geographic Reach, English at Your Command, Continental Press and thematic units of study. Teachers will monitor ELLs progress using data, formal and informal assessments, running records, DRA, Periodic & Standardized assessments and writing and math benchmarks. ELLs will be provided with extensive and diverse vocabulary instruction, strategies and skills for reading and writing and small group reading interventions. Additionally, a focus will be placed on supporting ELLs to engage in quality discussions. Although the ELL periodic assessment was not utilized this school year, it is definitely a consideration for next year. In the past it served as a tool for identifying the students' areas of needs and teachers used it to gain a better understanding of the skills their ELLs were strong and weak in.

In conclusion, since one of our school goal is to use data to drive instruction, teachers will utilize Envision Math, Reading Street, Expeditionary Learning and CodeX and engage modules to track their students. Students will also be held accountable for their learning as well through Peer and self assessments and conferring notes. Students and teachers will also keep work portfolios, to further track their work.

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

Paste response to question here: The Data Analysis and the AMAO Estimator Tool affords our school access to pertinent student data not only on current ELLs but the entire school population. The tool allows us to filter categories and focus in on specific data. It allows us to gather information that is crucial in driving instruction, plan lessons, tailor targeted instruction, create afterschool programs, develop a rapport of best practices and develop great feedback for parent conferences and conferring. By allowing us to access to individual students' data, we have a greater scope on every student but more specifically on our ELLs. Moreover, the categories can be filtered to show students who are at risk, SIFE, years of services, home language, holdovers, proficiency level progression, absence rate, ELA and Math scores, NYSESLAT comparison from one year to the next and it projects if schools will meet their AMAOs within the next few years. Additionally, the tool also provides us with a section that includes specific notes and observations on each individual ELL including at risk indicators. The AMAO report can also be referenced during the Annual ELL meeting with parents. The information is gathered by uniting three crucial ATS reports: RESI, RLAT and the RNMR.

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

Paste response to questions here: Patterns across the NYSESLAT modalities have always affected instructional decisions by allowing teachers to focus on strategies that hone in on the childrens' deficiencies. The home language is used to assist students and parents during verbal conversations and written letters. This also helps the teacher when planning and looking for specific activities for children.

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*.]

Paste response to question here:

Our school uses data as a guiding tool for instruction. Data is also used to determine what services should be put in place. One of the purposes for using a Response to Intervention model is to ensure that ELLs are given an opportunity to receive rigorous instruction while preventing children from being referred to special education because of lack of language skills. This model is used to build on the standard core curriculum already in place in classrooms. It provides intervention through a 3 tiered system of instructional support. The 3 Tiers of Instructional Support are Core of Instruction-Tier I, "Double Dose" of Instruction-Tier II and Intensive Intervention-Tier III. The levels of support can increase or decrease based on the individual needs of each ELL. Through assessment and evaluation, students growth is closely monitored. Often ELLs are placed at the center of Language acquisition vs Learning disability. The RtI framework affords ELLs who are far below standard, to receive instruction that is on their cognitive level. This instruction is an intervention. Once intense instruction is provided and students show growth, there may not be a need for the students to continue to the next tier.

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

Paste response to question here: A students second language development should be considered in instructional decisions. Although our school does not have a bilingual program at this time, native language resources are available for students' use. For instance, bilingual books and dictionaries, word walls, interpretations of pertinent documents and proficiency language level grouping are in place. In addition, children are offered to take translated State exams when available. On occasion, bilingual staff members are also assigned to ELLs as they transition. In addition, a child's new language should also be considered when making instructional decisions such as creating language goals, specific activities, scaffolds and differentiation in lesson planning.

7. For dual language programs, answer the following:

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

Paste response to questions here: Presently our school does not have a dual language program.

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

Paste response to question here: The success of the ENL program and the services provided to our ELLs will be measured by how well the children perform on the NYSESLAT as well as other assessments. The growth can also be measured by the transition from one proficiency level to the next as well as their scores on the State exams. Meeting annual yearly progress for ELLs is another way of evaluating the success our programs. In addition, our school has purchased new Reading programs which are alligned to the Common Core State Standards. For example, Reading Street, Reach and Inside and Inside USA. Many of these programs have an ELL support resource section with an additional technology component as well as benchmarks and unit assessments. Mastery Connect and MYCengage are also utilized to record students'scores on assessments both in math and reading.

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.

Paste response to question here: Public School/Middle School 280 is currently a Kindergarten through eighth grade school. This school is located in the Norwood section of the Northeast Bronx, an area that is characterized by economic deprivation. Our students are multi-ethnic, representing New York's newest immigrants; most of the children who attend our school are minorities, the majority of these being Latinos (80%) of which 12% of these children are ELLs. Our most recent immigrants are predominately from Mexico and the Dominican Republic. Other immigrant groups include Arabic (5%), Albanian (2%), Bulgarian (2%), Urdu (3%), and Bangladesh (8%). The languages spoken by our English Language Learners are Spanish, Arabic, Bengali, Albanian, Bulgarian and Urdu. Presently we have ELLs in all our Kindergarten through 8th grade classes.

At registration, parents are given a registration packet which includes a Home Language Survey. The parents fill out the Home Language Survey with the assistance of a pedagogue, if needed. If one question from the HLIS in part 1 (questions 1-4) is checked

and two questions from part 1 (questions 5-8) is checked other than English, then an interview follows. Once the survey has been completed, the ELL Coordinator carefully examines the forms and interviews both the parents and the perspective ELL if another language other than English is checked off on the survey. The interview is conducted in the native language, whenever possible, and in English. If needed other staff members are called during registration to assist in language interpretation. The following languages are represented: Spanish, Albanian, Arabic, French and Italian. Additionally, those students who have a dominant language other than English as per the HLIS, are administered the New York State Identification Test for English Language Learners (NYSITELL) within ten days of registration. For children who score below the cut-off score in English and are Spanish speakers, they will also be given a language assessment in Spanish called the LAB. The NYSITELL is an assessment that evaluates a child's Listening, Speaking, Reading and Writing skills. It is also used to determine whether a child is eligible to receive ENL services as well as to determine if a child is not eligible for ENL services. If a student comes in with an IEP and the home language is other than English, The Language Proficiency Team reviews evidence of the child's English language development. If the team feels that the child should take the NYSITELL then the ELL identification process will continue as with all students. Should the LPT decide that the student need not take the NYSITELL, a recommendation will be sent to the principal. The principal will review the recommendation and make a final determination. Before determining ELL status for students coming from a school within NY State, the school receiving school must request ELL status from the previous school. If a student is believed to be an ELL but turns out not to be, there could be a re-identification done within 45 days of enrollment. The pedagogue responsible for conducting the initial screening, and administering the HLIS and NYSITELL holds a permanent common branch license with a bilingual extension. After the ELL identification process is completed and the parent has been provided with a new parent orientation, the ENL Coordinator determines placement based on the parental option form. Careful consideration is given to the parents' first choice. If the parent requests a program that is currently not in place at our school, they are informed as to what school has that program. If a parent rejects the transfer, they remain at our school and the default is the second or third choice on their parental option form. If fifteen or more parents request a specific program, the school will consider creating such a program. As long as there is 15 or more ELLs that speak the same language in one or two continuous grades. The ENL Coordinator meets with the parents and informs them of their rights as per the Chancellor's Regulations. The program options are explained to the parents at registration as well as during the New Parent Orientation.

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: If a child is believed to have had interrupted formal education, a series of questions usually follow. The majority of the time, the parents are willing to speak about it and offer great insight. This information is normally discovered upon registration. The SIFE Oral Interview is first administered. Once a SIFE is identified, the LENS can be administered. The LENS can be used for children in grades 3-9. The LENS is a multilingual suite of diagnostics. These informs educators of the literacy and mathematical skills that the student possesses. Upon receiving the results, a plan should be put in place within 30 days of registration. In order to assist these students with filling in the educational gaps, a rigorous curriculum with technological support must be put into action. These students also need intensive academic literacy instruction in both the first language as well as the second language. The content knowledge must also be taught in the child's native language when possible. The students must also have structured ENL instruction. The Bridges curriculum is a great reference guide for teachers. It encompasses a series of mini lessons that are presented through thematic unit plans, weekly lesson outlines, sample lessons and sample student materials.

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: If a student is newly enrolled and has an IEP, a trained pedagogue will call upon the members of the Language Proficiency Team (LPT). That member will gather the other team members in order to review evidence of the student's English language development. If the team recommends the student to take the NYSITELL, the student will take the assessment to determine ELL status. Pending the results of the test, the student will be placed accordingly and the parent will receive an entitlement letter or non entitlement letter. If the LPT does not recommend the student takes the NYSITELL, the recommendation will then be sent to the principal who will then make the final determination. The LPT is composed of two speech and language providers-K-8 and two ENL teachers-K-8, the ENL Coordinator, and an assistant principal.

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.

Paste response to question here: The school ensures that the Entitlement letters, Parent Survey and Program Selection forms are distributed and returned: parents and staff are informed about the importance of these forms. All avenues of communication are employed, phone calls are placed, meetings are arranged, letters of reminders are sent home and parents are allowed an open door policy that enables them the comfortability of meeting with a staff member that can address their concerns at any time throughout the school day. The letters are then filed according to the year it was filled. The ELL Coordinator keeps these letters on file.

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).

Paste response to question here: Parents are informed of this appeal at registration when filling out the Parent Survey and Program Selection form. They are then reminded of this appeal when they receive the Non- Entitlement after the NYSITELL letter. The Re-identification Process permits schools, parents and students who may feel that a misidentification was made regarding an ELL status to request to be reidentified within 45 days of enrollment only. Accordingly, a student is entitled to this appeal after undergoing the ELL identification process as a result of a reentry or a first time entry. The ENL teachers will also be available to inform parents of this appeal. Once the school receives a written request from a student (18 years and older), parent or teacher, the school must review the request within 10 days unless it is sent to the CSE at which it will take 20 days. Although the student will not be readministered the NYSITELL, a similar assessment piece created at the school level and in accordance with CRPART 154-2.2. should be used. If the student has a disability, the Committee on Special Education is consulted. After a recommendation has been established by a qualified personnel, the principal will decide whether or not to change the ELL status. All documentation is then sent to the superintendent for review and final decision. Once the superintendent has made a final determination, all parties will be notified within 10 days.

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.

Paste response to question here: The school ensures that the parents understand all three program models by directly communicating with them at registration. Also by allowing the parents to view the new parent video which describes the three presently offered programs in place. Once the HLIS demonstrates that a second language is present, the parents are immediately informed about the program choices. The ENL Coordinator will then give the parent an orientation on the spot or informs the parent if there is a scheduled orientation. Once the child is given the NYSITELL within 10 days of registration, and is deemed eligible, the parent will receive two letters one of entitlement and one placement. The parents will also receive a copy of the ELL brochure. The parents are fully aware that they are part of selecting a program for their child. The parents are notified by verbal communication, written or email.

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

Paste response to question here: At registration, trained personnel collects all pertinent paper work, once the parents have completed their registration packet, the ELL Coordinator is called to review the paper work, more specifically, the home language survey and then makes the determination of whether a child is eligible for testing. Because perspective students are present at registration, an informal is conducted. This consists of a couple of oral questions, interviewing the parents and viewing the last known report card. The parent is then given an orientation at the moment or asked to return for an orientation. The parent selection form is usually distributed at this time as well. Parents are given an option to view the video and fill out the selection form immediately following registration.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: The school monitors the parent survey and selection forms by collecting them and filing them along with a copy of the home language surveys. As per the Chancellors initiative to promote family engagement, communicating with parents has become more accessible to schools. Since parents have more opportunities to visit schools, our parents usually return the surveys.

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

Paste response to question here: The school ensures that the placement parent notification letters are distributed by personally handing the letters to the ELLs in their native language where available and in English.

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

Paste response to question here: The school retains all ELL documentation in folders as well as in the ELLs cumulative folders. The original letter is sent home and a copy is kept in a file at the school.

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.

Paste response to question here: All ELLs are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). A team is set up during the testing periods. This team is responsible for administering the test, collecting it and eventually scoring the Writing subtest. This team consists of the ENL teachers, classroom teachers, the testing coordinator and the ENL coordinator. This exam is administered during the spring time. The test focuses on the four language modalities of listening, speaking, reading and writing. Careful attention is placed on verifying the names of every student taking the test to prevent a student from missing a subtest. Missing a subtest will generate an invalid score. Students that are absent are noted so that a makeup can be administered. The teachers pick up the students and bring them to rooms set aside for the exam and all testing procedures are followed as in any state exam. A different sub-test is administered each day until the child has completed all four subtest. A window is also set aside for make ups. A testing memo is put forth on a daily basis until the completion of the test. All materials are kept in a secure location and subtests are not opened until the day of the test. The teachers administering the test, must sign for it and they fill a security form at the end of the testing period. During the scoring of the writing subtest, the ENL coordinator ensures that the test booklets and grids remain secured. In order to maintain the integrity of the test, the teachers of grades they

currently teach never score their own students exams. This exam is used as an assessment that is used for continued ENL services, show progress in English proficiency and determine the number of units of ENL or for exiting out of ENL services. Data collected through ATS-Eligibility report helps in identifying the children who are eligible for testing as well as any student who has a previous NYSESLAT score that validates his entitlement as an ELL.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here: The continued entitlement and transitional support letters are usually distributed in September during the curriculum night. If a parent does not come on that night then it will be given to the parent at the next parent teacher encounter or workshop. On occasion, the letters are also mailed home.
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).

Paste response to question here: For the past years, after carefully reviewing the Parent Survey and Program Selection forms, the trend in program choice has been monolingual classes with ENL services. The Parent Survey and Program selection form is the tool used to determine what programs could be offered to our ELLs. Although parents are informed about the three program models, the majority of our parents request ENL in lieu of Transitional Bilingual and Dual language programs. The school has therefore aligned parent's choice with ENL instruction. Out of one hundred and nine ELLs, not one parent has chosen bilingual education.

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.
Paste response to questions here: At present the numbers of ELLs being serviced are as follows: K=01, 1st grade=20, 2nd grade=15, 3rd grade=15, 4th grade=11, 5th grade=12, 6th grade=06, 7th grade=13 and 8th grade=10. The number of ELLs being serviced is 109. This number includes both part time and self contained special education students. 12.8% of our school population are ELLs. The ENL students who are in an ENL pull out model are grouped and instructed homogeneously according to their language proficiency level as per the NYSESLAT and NYSITELL. When using the push in model of ENL, the children are grouped heterogeneously. The instruction provided runs in intervals of 45minute periods.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - 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: The organization of the ENL program, ensures that the mandated services are provided as per CR Part 154-2. The flexibility in scheduling that the ENL teachers have, allows them to organize their groups by proficiency levels. The ENL teachers meet with the classroom teachers to devise a schedule that best meets the needs of the ELLs in each class. Our ENL teachers who provide ENL services are certified and provide both Pull-Out (organizational model) and Push-In (Co-Teaching) ENL instruction. Entering and Emerging ELLs are provided with 360 minutes per week of ENL instruction and Transitioning and Expanding ELLs are provided with 90 minutes of ESL and 90 minutes of ELA instruction for 180 minutes per week. Commanding students are provided with 90 minutes a week of support via ELA /content area.
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: ENL instruction pull out model is delivered via the content areas with an emphasis in literacy, writing and math. Although the main language used for instruction is English, Spanish as well as other languages will also be used when necessary. Either the teacher will translate or interpret or a student who dominates the specific language will be asked to do so. Additionally, glossaries, picture dictionaries, thesauruses, picture card, bilingual dictionaries and realia will be used to support native language as well. The teachers use materials aligned with the common core learning standards. Talking dictionaries are also used. During the push in model of ENL instruction, the teachers support the classroom teacher using a co teaching model. The ENL teachers use the same or similar materials that the classroom teacher uses. For example, Reading Street, Code-x and Expenditinary Learning.

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

Paste response to question here: Since we do not have a bilingual or dual language program at this time in our school, ELLs who need interpretations or translations whether its school related or personal have never been denied the service. A trained staff will assist children.

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

Paste response to question here: The Educational programs that the ENL teachers utilize and teacher created activities facilitates the evaluation of the four language modalities. The elementary grades K-5 use Reach by National Geographics. The middle school uses Inside by National Geographics. Finish line NewYork ELLs-The test ready materials used in preparation of the NYSESLAT also evaluate the modalities. The after school Title III also fosters the development of the language modalities through the use of thematic units of study. Lastly teacher created materials also aide in evaluating the language 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

Paste response to questions here: P.S./M.S. 280 has a Kindergraten /1 st grade self contained class Special Education class 12:1:1, a 2/3 self-contained Special Education class-12:1:1, a 2nd grade Colaborative Team Teaching class, a 3 rd grade colaborative Team Teaching class, a 4th grade Colaborative Team Teaching class, a 4/5 Self-contained Special Education class-12:1:1, a 5th grade Colaborative Team Teaching class, a th grade Self Contained 12:1:1, a 6th grade Colaborative Team Teaching class, a 6/ 7th grade Self-contained Special Education-12:1:1 and a 7/8 Self Contained 12:1:1. The school is addressing alternative placement in Special Education by supporting students who are in the mainstream and providing them with all the support services they require or are entitled to. Such services include: an educational assistant to support the child's academic needs, occupational therapy, speech therapy, physical therapy, SETSS(Resource Room), Wilson Reading program, guidance counseling, I.S.T. evaluations/child study, updated IEPs, referrals with follow-up phone calls and feedback, parent meetings to discuss student progress, monolingual placement and bilingual referrals as well as CSE Type III alternative placement.

a) Students who are SIFE are also provided with additional services. Parents are interviewed at registration to further assist the school with information pertinent to the child's educational background thus ensuring proper class placement. When students arrive at our school, they are given an informal assessment. Students are assessed in their classrooms and are provided with the opportunity to work with small multi-level groups. We do our best to pair the SIFE students with another student of the same country in order to provide them with additional support. The students are reintroduced to a school setting. Students and parents are also given the opportunity to meet with a guidance counselor, the dean and the teacher. Staff members are also made aware of these students and are provided with ideas, activities and training that can further facilitate and support them. These students are also carefully monitored in order to organize a plan that would focus in on the their weaknesses and strengths. In addition, they are provided with the same educational materials as all the other ELLs.

b) The plan for Newcomer ELLs includes a parent workshop or individual conference for the selection of a program that best meets the needs of the ELLs and their parents. Once our ELLs are identified and placed in their program selection, they are then provided with the services of English as a Second Language using the push-in and pull-out models. In addition, our ELLs are provided with a class buddy/partner, AIS, differentiated instruction, scaffolding, SIOP model, time for transition and after school programs. In order to address the No Child Left Behind policy, student's progress is tracked and monitored as these children will be required to take the ELA after one year. To ensure students are prepared, the ESL teacher provides these students with two ESL units with intense focus on language acquisition. In addition, these children also receive English Language Arts in their regular school program.

c) Students receiving 4 to 6 years of English as a Second Language are also monitored in order to provide them with tailored instruction based on the results of the NYSESLAT modalities, ELA, State exams, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services may include Foundations, Wilson, Guided groups for Reading and Writing, Early Intervention/At risk and Extended Day. Additionally, ELLs who have reached a proficiency level on the NYSESLAT will be provided with two years of transitional support through

testing accommodations, peer tutoring, AIS instruction and special programs offered after school.

d) Long term ELLs are provided with all mandated services and safety nets such as AIS support in Literacy and Math, Saturday Academy, individualized or small group instruction and regular meetings with the guidance counselor. The ELL Coordinator monitors their progress and ensures that they receive the necessary services. Teachers provide students with meaningful feedback on their work and allow students the opportunity to self assess and set educational goals for themselves. In addition to the city and state standards, teachers provide exemplars so students can have models. Students are also trained on different rubrics for the various writing genres. They are encouraged to make connections across other disciplines. Accountability also includes monitoring the funding allotted to facilitate second language acquisition and the effective use of classroom materials purchased. The materials purchased vary and are age appropriate. Instructional materials include collections from Reach for grades K-5, Lakeshore manipulatives such as create a Word and flip charts, Into English, English at your Command, Rigby for ELLs, authentic literature from Lectorium, book baggies with tapes, bilingual supplementary libraries and dictionaries, updated software like Leap Frog, Big Books and thematic units. All supplementary materials are used to enhance context and content skills. The following are used as support: hands-on manipulatives, realia, pictures, multimedia, demonstrations, adapted text, graphic organizers, outlining, note taking, leveled texts and study materials, highlighted and taped text, literature circles and cooperative grouping.

e) The plan to support ELLs who pass the NYSESLAT is to continue to provide them a per mandate, with additional 2years of support for additional testing accommodations, continue to allow them access to special ELL programs permitting space, small group instruction and access to the ENL resources if needed. These students will be provided with push in support in the content areas. 90 minutes a week. In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and monitored. In doing so, support will be provided in the subject areas as needed per individual students. In order to determine what supports are needed, various forms of assessments will be utilized as well as City and State exam results. Title III will also be offered to these students as well as testing accommodations. All our ELLs are exposed to Smart boards, laptops and classroom computers. The programs used vary.

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.

Paste response to questions here: For students re-identified as an ELL or non-ELL based on an appeal, the school will ensure that the students's academic progress has not been adversely affected by the reidentification by assigning a trained staff member to monitor the students' progress in class by speaking with the student's teachers, tracking the students assessment pieces, conferring notes, assignments, observations, homework, class program and communicating with both the parent and the child.

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?

Paste response to question here: Some of the instructional strategies teachers use for ELLs with disabilities include: multisensory approach, modeling every activity, using mnemonic strategies to promote memory association, direct instruction, pacing instruction carefully thus ensuring clarity, presenting technical content in small incremental steps, writing legibly with focused text, using props to present narrative situations in a vivid and clear manner, using highlighters and underlining key words, using word frames, visual cues, outlining texts with a focus on the main idea, and using various forms of assessments. The materials used to provide instruction varies. Some materials include: foam, raised and magnetic letters and numbers, dry erase boards, counters, beads, making word cards and other hands-on and teacher created activities. Grade appropriate materials are purchased such as make a word center from Lakeshore and teachers bring in realia when introducing a new concept. For example, using real fruits and making a salad.

In order to meet the diverse needs of ELLs with disabilities within the least restrictive environment, the school has scheduled support periods within some teachers' programs. Some teachers provide math support and small group instruction and other teachers provide literacy support or small group instruction. These providers work closely with the classroom teachers in order to intergrate the class curricula with the instruction provided. The children chosen for small group instruction are usually identified by the classroom teachers, school administrators, exam history or are IEP driven. Additionally, ELLs who are classified with learning disabilities are served as per their IEP and receive multiple services.

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?

Paste response to question here: The targeted intervention programs for ELLs in ELA, math and other content areas are: Academic Intervention Services, Guidance Counseling, Small Group Instruction, Wilson, Foundations, Saturday Academy and Title III After school for ELLs. Although the language of instruction is English, interpretation and translations will be considered if needed.

Chart

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

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

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

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



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

Chart

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

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

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

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

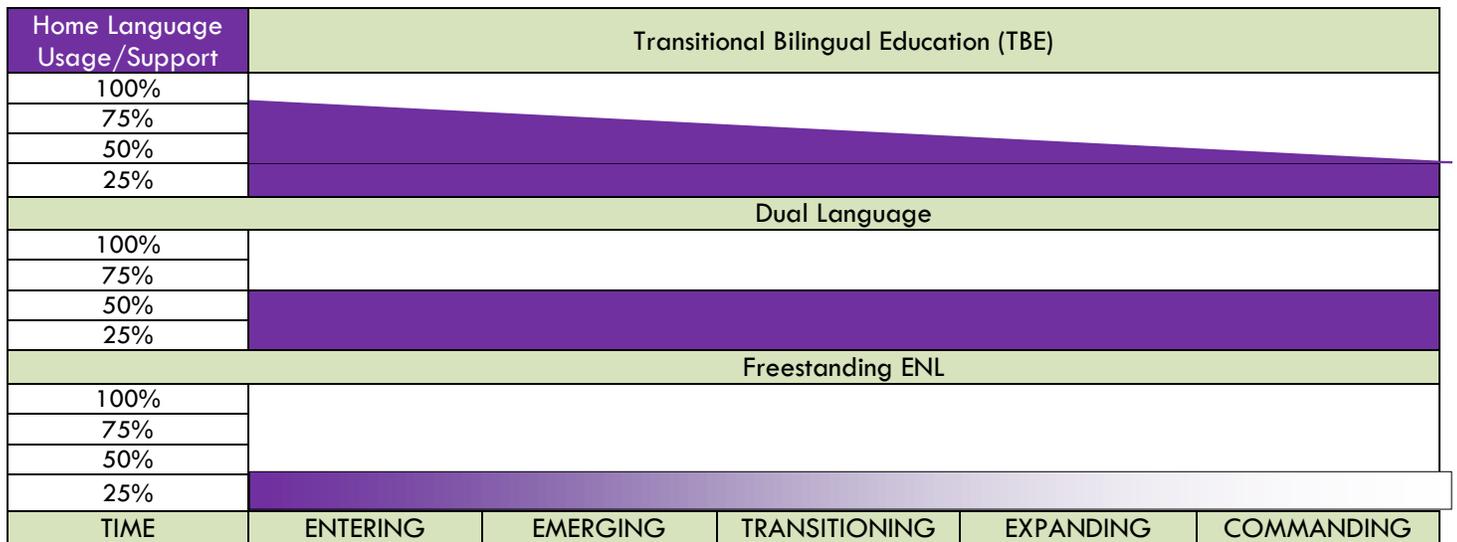


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: The targeted intervention programs for ELLs in ELA , math and other content areas are: Academic Intervention Services, Guidance Counseling, Small Group Instruction, Wilson, Foundations, Saturday Academy and Title III After school for ELLs. Although the language of instruction is English, interpretation and translations is also provided in Spanish .
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: The current program we have in place is constantly changing with time and the academic needs of our ELLs. We currently use a Program called Reach in grades K-5. For the middle school, in grades 6-8, we use a program called INSIDE. The ENL team at our school is in the process of alligning the program with the Common Core Learning Standards. The teachers use Social Studies and Science as a basis for developing thematic units of study as well as provide Math support in the middle school. The ENL teachers also work collaboratively with the classroom teachers in order to provide maximum support with classroom curricula. For example, the ENL teachers are willing to follow up on a classroom project like reading a novel or providing specific skills for a lesson through small group instruction.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: For the upcoming school year, the school is considering an AIS afterschool program for grades 4-8. This program will be offered in addition to Saturday Academy and Title III for ELLs.
Title III will now service more children and an extra class has been added to service more first grade students since there are so many of them. The program will continue to run afterschool for two days a week for the duration of five months for an hour and fifteen minutes each day. Our goal is to promote language acquisition and improve in reading and writing through the study of thematic units. . In addition, as part of the Title III Afterschool program, the children will be using National Geographics and RIGOR from Benchmark.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: We will continue to enhance existing programs and tailor lessons and activities to meet the needs of the students. We will continue to provide the students with quality instruction and promote high standards .
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: ELLs are afforded equal access to all school programs. Because our ELLs are on different language proficiency levels, ELLs are able to take advantage of various programs as long as they meet the criterion for these programs. They are not excluded from schoolwide activities and events. They are represented in all our afterschool programs: basketball, volleyball, football, Saturday Academy, BOKX K-5, Studio in the School- Science based 4th grade, High School Prep- Academic Program, Project Gear Up-provides Academic services throughout the day in Spanish as well as English for 8th graders, Bronx Arts Ensemble that promotes music, art, chorus and dance for the Middle School students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: There are various instructional materials used to support ELLs. With this being said, ELLs are given all materials used by the monolingual programs as well as materials that have been purchased to meet the specific needs of all ELL sub groups and targeted proficiency levels . In Literacy, the Elementary level ELLs use Reading Street (K-4) that has an English Language Learners Handbook for each grade and In the Middle School Level ELLs in 5th grade use-Expenditary Learning(modules fron Engage). With the help of the ENL teacher, the classroom teachers have created parallel tasks and activities for the ELLs and SWD's , ELLs in grades 6-8 use Code-X whenever needed, there exists differentiated tasks. In Math, the Elementary level ELLs use Envision Math (K-6)with a response to Intervention piece with Differentiated Instruction. The upper grade ELLs (7-8) use Glencoe Math Common Core. All program mentioned above come equipped with a technology piece. The teachers are able to show the children samples, videos and print resources and assign work. Parents have access to on line as well in some cases both in Spanish and in English. These programs have built in bench marks and assessment pieces. In the free standing ENL program, the children have there own materials that has been specifically designed for ELLs and is Common Core Alligned. The Elementary students use Reach by National Geographic-Cengage and the Upper grade students use Inside and Inside the USA. Both programs have a technology component as well. This affords teachers the opportunity to model lessons, demonstrate strategies, show beautiful realistic pictures where available, assign work to students, has interactive activities for the children and the teachers can create the lesson plan units on line. The programs also have assessments pieces after every unit . The lesson plan format promotes the language modalities: listening, speaking, reading and writing.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Native language is supported by providing the students, when necessary, translations of texts, bilingual books, glossaries, dictionaries, native language articles, books, literature and computer software.
ELLs are also supported through small group instruction. During this time, students might will feel more comfortable to use native language to communicate their ideas clearer, clarify key points and vocabulary and make connections in order to understand better.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here: Required services support and resources correspond to ELLs ages and levels. Our school Finance Director along with other key staff members, Coaches and ELL Coordinator purchase grade and age appropriate materials. Most of the materials purchased is now alligned to the CCSS. The programs also come with math manipulatives, picture cards, alphabet cards, picture books and guiding reading materials. The majority of the books ordered are leveled. Children are matched to their Reading levels. In order to enhance classroom libraries, books that have multilevels have been purchased for example, Building Literacy for Entering and Emerging levels and RIGOR for Transitioning and Expanding levels. The support services are provided by licenced teachers. Supports includes small group instruction, guiding groups, and peer groups.

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: Some activities that assist newly enrolled ELLs before the beginning of the school year are:

a) Pre- registration meeting for incoming Kindergarten students conducted individually by our bilingual Parent Coordinator

b) List Notice meeting for new students to our school where the parents are able to discuss areas of concern conducted by the Parent Coordinator

c) New Parent Orientation for perspective Kindergarten students Conducted by the ELL Coordinator Workshops are offered in Spanish and English.

d)Curriculum Night/ Meet the teacher All Teachers

e)Getting Ready for High School Guidance Counselor, Parent Coordinator

Various activities are conducted throughout the year like school dances for students. The student council also partners up with a newly arrived ELL to teach them how to get around the school building and give them advise on how to succeed in school. In addition, the school counselors assist these new students through small group discussions and parent contact. In the upper grades, the Bilingual Sapis worker accepts newly arrived ELLs in a small group where she provides them with positive motivation and a forum in which they could express themselves . Additionally, the counselors work with their assigned grades to provide students with talks and lessons on conflict resolution, assist at risk students with academics and behavior issues, teach life skills, good choices and bullying prevention.

19. What language electives are offered to ELLs?

Paste response to question here: Though we do not have a language elective for ELLs at the moment, we look forward to implementing this in the future.

20. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: We do not have a Dual Language program at this time.

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.)

Paste response to question here: Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. This year various workshops will be offered during grade meetings, common preps, professional development, volunteer lunch time meetings and afterschool. All staff will be invited to the workshops. The personnel will include teachers, instructional coaches, educational assistants, psychologists, occupational, speech and physical therapists, secretaries and the parent coordinator. The topics covered for professional development are listed below. In addition, other areas of concern will be addressed during the year.

- Who are our ELLs and how are ELLs identified-HLIS/LAB/NYSITELL?
- Lesson planning and correlation with the standards, performance indicators and the new common core curriculum
- Examining the New language proficiency levels, language progressions and developing sample lessons with strategies focusing on the different Proficiency Levels
- What is the NYSESLAT?
- Tailoring lessons in the content areas to further meet the needs of ELLs and ELLs who are SWDs
- Common Core Learning Standards: Implications for all ELLs
- Stages of Language Acquisition
- BICS & CALP
- Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities and teaching strategies for each modality
- Jose P. Training updates-New Common Core Curriculum
- SIOP model & Differentiated Instruction
- Scaffolding Language and Scaffolding Learning By Pauline Gibbons
- Addressing the Learning Styles
- * Charlotte Danielson's- A Framework for Teaching

In addition, all teachers of ELLs will receive specific professional development presented by the Literacy and Math Instructional Coaches and the Assistant Principals. As part of our school wide Professional Learning Plan, the Instructional focus is: "If teachers plan and implement rigorous instruction that meet the depth and complexity of the CCLS and that further develops critical thinking and communication skills, then students will be more engaged and have an increased understanding through these quality discussions, Which will lead to increased learning and achievement." This instrutional focus will allow teachers to develop and explore a rapport of best practices and strategies that support the five levels of language proficiency. In turn the teachers will help support and encourage ELLs on all levels to engage in quality discussions and accountable talk.

As we thrive to expose teachers to the many facets of Danielson, Professional Learning Communities are encouraged. All staff members are encouraged to meet once a week for grade level teams. These meetings are goal based and usually focu on student data and analyzing student data to drive instruction. The ENL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ENL Coordinator to facilitate the implementation of future instruction as well as the use of the ENL toolkit and to address compliance issues. The Testing Coordinator works closely with the ENL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going professional development with an emphasis on test taking strategies and thematic units. The School Base Support team members work closely with the providers and teachers to ensure that the children are properly assessed. The school leadership team meets with key staff to brainstorm ways in which to help children and increase parental involvement in the school and in school activities. The guidance counselors also play an intrical part in helping ELLs transition. They also meet with the teachers, administrators and parents to help these students transition in a school setting, adjust to a new culture and language. The guidance counselors aid the students during their selections of junior high schools and high schools. As well as serve as mediators between teachers and students and students experiencing problems with other students .

Both the Literacy and Math Instructional Coaches meet and plan with the staff, present and model demonstration lessons and attend and facilitate every grade meeting.

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?

Paste response to question here: Teachers of ELLs are offered all the professional development mentioned above, this includes an invitation to any meetings that the ELL team might have as well. This invitation is also opened to workshops being sponsored by the Office of ELLs, Eventbrite and the district.

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: Fortunately, our school services grades K-8, making the transition from elementary to middle school much smoother. The ENL teachers are veteran teachers who have developed a good support system to help aide ELLs as they transition from elementary to middle school. They share notes, parent logs, insight and observations about their ELLs with the

other teachers. The guidance counselors are great facilitators as well especially during the transition from middle school to high school. The middle school counselor meet with ELLs individually to help find high schools that offers excellent ELL programs. They confer with classroom teachers and call schools to ensure proper placement.

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.

Paste response to question here: Our school plan to meet the professional development requirement of 15% as per CR Part 154.2 will take place on specific Wednesdays meeting during our scheduled professional development time. This professional development will be alligned with the school wide Profesional Learning Plan for the school year. This plan is designed to work in cycles. The 50% of total hours for the ENL teachers will be conducted on Tuesdays during scheduled grade planning time. The teachers will conduct a study group centered on a professional book. They will also attend workshops sponsored by Teacher s Matter, Office of ELLs and the district. The agendas will be kept on google docs and a hard copy will be kept on file alongside the attendance.

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: Ample time is allotted in the school day for setting up individual meetings with ELL parents in order for the ENL teachers to meet with them to discuss the goals of the program, language development progress and language development needs in all content areas. At the beginning of the school year, the ENL teachers meet the parents during meet the teacher night. The teachers collect phone numbers and email addresses in order to set up meetings. They send a copy of their prep schedule home with each student so parents are aware of their availability time. They can also meet with parents during the Afterschool Parental Engagement time on Mondays. The teachers have sign in sheets that serves as evidence of the meeting. Later on, they log the meeting in their parent log sheet. Provisions for interpretation and translation are done on a needed basis by asking parents if they require an interpreter and by looking at the blue cards and home language surveys under the category listed as language of choice both written and spoken. If an interpreter is warranted in a language that no staff members or older student speaks than the ELL Coordinator will communicate with the translation unit to locate one. During the meetings, the ENL teacher may invite the classroom teacher and collaborate on their observations as well as to provide pertinent information and data that could be used to support the ENL teacher's findings. The AMAO Estimator will also serve as a great tool during the meeting

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 to question here: Teachers meet with parents during prep times, Monday during afterschool parental engagement, and communicate with parents via class dojo, emails, written form and by phone and phone blasts. Teachers and school personnel keep parent log binders where they record the time, reason for the parent contact and outcome or next steps. For parents who have children with IEPs, annual reviews and tri-annual reviews are arranged with ample time for the parents to attend. Meetings are set up in advance and interpreters are provided when needed. Parents are always given a variety of days and times of which they can choose from to come meet with the teachers or school personnel.

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

Paste response to question here: ELL parental involvement includes but is not limited to Title I ENL for Parents Program, PA meetings, school events and classroom celebrations, awards assemblies, field day for all grades, halloween parade, holiday show, class trips, guest read a louds, Mothers day celebration, Thanksgiving feasts, Multicultural celebrations, teacher driven workshops and the Parent Coordinator offers workshops on topics like life skills, health awareness and money management.

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

Paste response to question here: Presently our school has a program sponsored by The New York Public Library both parents and students can borrow an array of books and resources.

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

Paste response to question here: Once a year the parents are encouraged to fill out The Learning Environmental Survey. The results of this survey are used to consider the needs and or concerns parents have. Concerns that may arise at the Parent Association meetings are considered when evaluating parents' needs. Parents are also part of the School Leadership Team. They express their opinions and ideas as they work collaboratively with the school community for the betterment of the school.

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

Paste response to question here: Parents are welcome at are our school. Developing a strong bond between the home and school community is essential for academic success. When parents are involved in their child's education, children become more enthusiastic as well. Parents are encouraged to volunteer at our school. Once they have medical clearance and have attended the Learning Leader workshop, they can assist in the lunchroom, classrooms, chaperone trips or help out at school events. At present, there is a Parents Association which meets once a month. Parents elect their own cabinet members: President, Vice-President, Treasurer and Secretary. The Parent's Association collect annual membership dues and promote and execute fund raisers. The P.A. funds various school activities, including but not limited to, kindergarten barbecue, graduations, senior breakfast and teacher appreciation luncheon. ELL parents are welcomed to attend these meetings as well. ELL parents are provided with interpreters which facilitate communication in the parents native language. The PA, Parent Coordinator and the school provide workshops for parents on all topics of interest. The topics range from "Health Awareness" to "How to help your child study for the ELA/Math exams". The parent coordinator has developed a relationship with organizations such as Metro Plus and Affinity. These health plans also provide our parents with workshops on varied topics. At present our school offers an ENL after school program for parents where childcare is also provided. One class will service Beginners and a second will service Intermediate and Advanced parents.

In addition parents are also involved in the School Leadership meetings. During this meeting, the parents association president and

elected parents meet with the Principal, elected teachers and the UFT representative as per Chancellor's Regulation A-655. Parents needs are evaluated through parent surveys, parent-teacher conferences and individual meetings. Parental involvement is also encouraged through author and writing celebrations, awards assemblies, curriculum night, parent-teacher conferences and school events. A parent bulletin board has been set up to display the upcoming school events, news, reminders, lunch menus, workshops and monthly calendars. In order to further foster communication, parents will also be provided with their child's teacher's DOE email address. Furthermore, the P.S./M.S. 280 website will also provide parents with a variety of schoolwide information. The Parent Coordinator also sends out e-mails to parents informing them about upcoming events and workshops. The Coordinator also addresses personal parent issues and questions. Our parental involvement activities are aligned with the Learning Environmental Survey as well as parental feedback after workshops and the NYC Department of Education Parent Survey .

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: P.S./M.S. 280**School DBN: #INGEST ERROR!**

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)
James Weeks	Principal		10/20/15
Christina Aiello	Assistant Principal		10/20/15
	Parent Coordinator		
Sandra Garcia	ENL/Bilingual Teacher		10/20/15
	Parent		
Lourdes Garcia	Teacher/Subject Area		10/20/15
	Teacher/Subject Area		
Dahianna Adames	Coach		10/20/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Rosalia Medina	Other <u>ENL Coor.</u>		10/20/15
Antoinette DiBiase	Other <u>Testing Coor.</u>		10/20/15
Susan Kaplan	Other <u>School Secretary</u>		10/20/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X280** School Name: **P.S./M.S. 280**
Superintendent: **#INGEST ERROR!**

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 following data and methodologies are used to assess language preferences of the parent community our school's written and oral communication so that parents are provided with appropriate and timely information in a language they can understand:

- a. Registration Screening- The parents fill out the Home Language Identification Surveys where they request the language in which they would like to receive written and verbal information. A Parent Survey and Program Selection Form are also used to determine parents of ELLs language of preference. On the parents blue emergency cards, they are also asked what language they prefer the school to communicate with them both orally and written. Additionally, ATS reports on home language(RHLA) and (RPO) can also used.
- b. Teacher Surveys-The teachers send parents letters requesting the language in which they would like to receive information from the school
- c. Curriculum Night-The teachers meet with the parent and discuss standards, expectations, grade curriculum and areas of concern. Interpreters and translators remain on standby. There is an interpreter stationed on every floor.
- d. Parent/Teacher Conferences-Parents are encouraged to attend school wide meetings and conferences as well as individual meetings, as needed, per child. Translators, from our staff, are available for parents at these meetings/conferences.The following languages are spoken by our staff: Spanish, Albanian & Croatian, Italian, Haitian Creole, Arabic and French. Even though the teachers record their report card grades in STARS, hard copies of previous report cards are used so that parents have access to native language as well as English.
- e. The New York City Board of Education Website has provided excellent translations of important documents like Parents Bill of Rights,the Common Core Learning Standards and letters to parents for workshop, parent teacher conferences and the Discipline code. These resources are valuable in providing translations in languages such as Arabic, Bengali, Urdu, Albanian, Russian, Korean, Chinese,Spanish and Haitian Creole to name a few.

School Personnel uses the valuable resources provided on the DOE Website –ELL Parents are also

provided with written translations of documents and notifications. For example, Home Language Identification Surveys, Promotion in Doubt, Learning Environment Surveys and the ELL Parent Brochures.

f. NYC Environmental Parent Survey: The Parent Coordinator ensures that the parents understand the importance of the survey. In order to encourage parental participation, the Parent Coordinator writes a letter asking parents for their E-mail address. Parents who provide the Coordinator with their E-mails, receive her notices for workshops, weekly updates on school news and special events.

g. As a school wide initiative, parents will receive school messages or special classroom teacher messages via the Global Connect which is a telephone parent notification system. This message is delivered in Spanish and English.

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

Our parents' preferred languages for both written and oral communication include Spanish, Albanian, Arabic, Urdu, and Bengali. Spanish is the number one preferred language of choice for both written and oral communication. Out of 892 students, 409 come from Spanish speaking homes.

Part B: Creating a Communications Calendar

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

The majority of our parent letters sent home are translated. Some of our translated documents include: monthly school calendars(every month) of events, curriculum night (Sept.), parents teachers meetings and conferences(year round), announcement letters of extended day and morning programs (Oct-June) some programs are offered in cycles, New York State Exam days (April), NYSESLAT (May), letters from the Parent's Association(every month), workshops offered to parents(year round), ENL for parents(Jan.), Title I parental involvement(Oct.), school leadership letters(year round), awards assemblies(Nov. March, June) , halloween parade (Oct.), holiday show(Dec.), class celebration (year round), the school handbook(Sept.), trip forms(year round), permission slips(year round) and newsletters(bi monthly) to name a few.

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

Our school in constant communication with our parents. All school personnel meets with parents at different times during the week. Teachers will set up meetings with parents during prep times or Extended day Mondays for parents as well as parent conferences throughout the year. The office staff sets up appointments for parents to visit the office for various reasons, like areas of concern, attendance letters and registration. In addition, the School Based support team continues to provide year round IEP meetings-annuals and tri-annuals and initials referrals. The guidance counselors meet with parents on a continuous basis to discuss various topics such as discipline, at risk and progress made. During these meetings and encounters staff members who are not bilingual will usually request an interpreter. All calls to parents are logged on a parent communication form.

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.

The school will provide written and oral translations whenever possible in the various languages indicated in part B. Documents like the Family Handbook, monthly calendars, important letters to parents and fliers for workshops are provided in Spanish and English. These translations are usually done in-house and are conducted by school personnel and parent volunteers. Interpretation notices are placed on the Parents' bulletin boards as well the school safety area. Occasionally, the region is contacted to send a Bulgarian or Arabic translator. School staff and school safety officers also have access to over-the-phone interpretation services as provided by N.Y.C. D.O.E. Office for Family Engagement and Advocacy. Additionally, Parents are provided with a copy of the Bill of Rights and Responsibilities as well as CityWide Standards Of Intervention and Discipline Measures, and the Family guides to Special Education services. School Safety plans are shared with the parents at the Parents Association Meetings, School Leadership Meetings and specific questions are also addressed. The Parent Coordinator also sends notices and correspondence to the parents via e-mail. The teachers also posts notices via the school website and class Dojo. To further promote parental communication, some of the out of the classroom staff members have created Blogs in the school website informing parents what the students are learning. Some teachers have also created classroom newsletters that inform parents about class curriculum and upcoming events.

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.

At the beginning of the school year, the school identifies all bilingual staff members who are proficient in other languages. Once identified, the school keeps a list of the key staff that can provide both oral and written translation and interpretation. School personnel are utilized to provide these services during parent-teacher conferences, promotion in doubt meetings, I.E.P. meetings, parent workshops and parent

association meetings. In addition, members of the Parents Association who can translate are also identified. When an interpreter in a specific language is not available at the school level, over the phone interpreters are used as well as outside interpreters, when needed. Training is provided, whenever possible, to promote effective communication skills and developing good relationships with our parents.

Part D: Training Staff on Policies and Procedures

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

At the beginning of the school year, during one of the Afterschool staff professional development times, all staff members receive an overview of the translation and Interpretation services. Staff members are informed about the updated documents and palm cards. They are informed of the importance of communicating with the parents in a language that they can comprehend. Teachers are encouraged to plan ahead of time so that an interpreter can be found for languages that are not as commonly spoken. Either a staff member will interpret or an interpreter would need to be called in. In order to support this endeavor, the school provides per-session for staff members who provide translation and/or interpretation services after school hours via Title I – translation monies and School Leadership funds.

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

The school will fulfill parental notification requirements for translation and interpretation by posting copies of the Chancellors Regulation A-663 and other notification such as a Welcome poster, parents Bill of Rights, Parents guide to access language and language ID guide at security desk. The school will use translated documents, whenever possible, provided by The Department's website and documents from the Translation and Interpretation unit.

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)

The school measures the success of the implementation of the Chancellor's Regulation through parent surveys, teacher surveys, parental response and participation in school events and most importantly, student achievement. Additionally, copies of the Chancellor's Regulation A-663 will be posted on the Parent's bulletin board in front of the school. Whenever possible, the school will continue to send home notices in various languages. Additionally, the Parent Coordinator and the ENL Coordinator will continue to communicate with parents via e-mails, phone calls and monthly updates.