

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X294

School Name:

THE WALTON AVENUE SCHOOL

Principal:

DANIEL RUSSO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Daniel Russo School Number (DBN): 09X294
Grades Served: K-4
School Address: 1425 Walton Avenue, Bronx NY 10452
Phone Number: 718-293-5970 Fax: 718-293-5976
School Contact Person: Delis DeLeon Email Address: DDeleon7@schools.nyc.gov
Principal: Daniel Russo
UFT Chapter Leader: Genevieve Moralez
Parents' Association President: Angel Martinez
SLT Chairperson: Genevieve Moralez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Angel Martinez
Student Representative(s): N/A

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Ave. Suite 102
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-681-6247

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daniel Russo	*Principal or Designee	
Genevieve Morales	*UFT Chapter Leader or Designee	
Angel Martinez	*PA/PTA President or Designated Co-President	
Harriet Tice	DC 37 Representative (staff), if applicable	
Angel Martinez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rose Firriolo	Member/ UFT	
Ysmel Del Orbe	Member/ UFT	
	Member/ UFT	
Marina Martinez	Member/ Parent	
Arlene Powell	Member/ Parent	
Balbina Gonzalez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
July Alcantara	Member/ Parent	
	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.

PS 294 is a phase-in school entering its third year at the X64 campus in the Mount Eden neighborhood of the Bronx. Serving 445 students kindergarten-fourth grade, we are a multicultural, multilingual community of students, teachers, parents, and support personnel working to create a generation of young people who are critical thinkers, clear communicators, and collaborative teammates. Each child receives a tailored educational experience that values their unique contributions to the learning community and supports them to become life-long learners. Teachers and parents are committed to every student's individual achievement and work tirelessly to provide the support necessary for all children to excel. The Walton Avenue School makes daily decisions rooted in our five core values: Respect for all people, Enthusiasm for Learning, Empathy for those in need, Collaboration with our peers, and Perseverance through challenging tasks.

School wide local assessments from the 2014-2015 school year indicate the following:

45% of students exiting Kindergarten are reading on/above grade level

38% of students exiting First Grade are reading on/above grade level

26% of students exiting Second Grade are reading on/above grade level

34% of students exiting Third Grade are reading on/above grade level

School wide local assessments particular to hard-to-serve subgroups indicate the following:

14 % of ELL students at PS 294 are exiting their current grade reading on/above grade level

1 % of Students with Disabilities at PS 294 are exiting their current grade reading on/above grade level

During the 2014-2015 PS 294 excelled in the element of "Collaborative Teachers" during our after-school curriculum planning time. Approximately 70% of teachers engaged in three hours of additional teacher team planning to craft Reading and Writing units that were structured around the ReadyGen texts but more aligned to the shifts of the Common Core Learning Standards. These units of study were thematic and aligned to the elements of a balanced literacy model, including independent reading, shared reading, guided reading, and process writing. We will capitalize on the success of these teacher teams by shifting focus during 2015-2016 to craft our own Math units, using resources from multiple programs to allow for a deeper level of critical thinking that that required by the DOE Core Curriculum

09X294 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03	Total Enrollment	338	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	122.6%	% Attendance Rate			90.0%
% Free Lunch	96.1%	% Reduced Lunch			1.6%
% Limited English Proficient	37.7%	% Students with Disabilities			16.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			23.7%
% Hispanic or Latino	70.8%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	3.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			2.74
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	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 Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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.

PS 294 assesses reading using the Fountas and Pinnell Benchmark Assessment System. The results of this assessment indicated that 85% of students on first grade were reading below grade level (80% at a Level 1 and 5% at a Level 2) and 15% of first grade students were reading on/above grade level (15% at Level 3 and 0% at Level 4). The results of this assessment also indicated that 73% of students on second grade were reading below grade level (63% at Level 1 and 10% at Level 2) and 27% of second grade students were reading on/above grade level (17% at Level 3 and 10% at Level 4). Independent reading levels affect our students’ performance across all content areas, as they must transfer reading skills into math, science, and social studies. With an ELL population of 41% and 9% SWD population, language acquisition is a primary goal within those two sub groups. As a school, we observed that students were easily frustrated with school work that required them to read grade-level texts. The vast majority of the homes in our community lack reading materials and parental academic support. An increase in independent reading levels will effect students’ performance across content areas including Performance Tasks, Writing Assessments, Content- Area Assessments, and NYS ELA/Math Assessments (2016).

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 of 2016, 50% of our students will be reading on grade level as measured by the Fountas and Pinnell Running Records.

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>To increase parent buy-in of their students reading levels, a parent demonstration will be held in which parents observe teachers conducting F/P Assessments and then debriefing with an instructional coach on what the target skills/strategies are that are holding them back from the next level.</p>	<p>Parents of second and third graders</p>	<p>October and June</p>	<p>Literacy Coach Reading AIS Staff Grade Leaders Assistant Principal</p>
<p>Providing daily guided reading to all students during grade-wide reading intervention periods.</p>	<p>All students</p>	<p>September through June</p>	<p>All classroom teachers, grade leaders, 4</p>
<p>Provide additional support to the lowest performing third of students by having the literacy coach review third grade data. Assign an out of classroom staff member to push in for guided reading daily to monitor each subgroup.</p>	<p>Lowest Third students on all grades</p>	<p>October – May</p>	<p>Literacy Coach AIS Providers Principal</p>
<p>Provide a summer academy, after school ELA academy and ELL Academy, administer three periodic assessments and use the results of those assessments to meet with teacher and adjust instruction based on student performance.</p>	<p>High Level 2 Second Graders and lowest 20 exiting third graders</p>	<p>July-August Oct-February</p>	<p>Assistant Principal Literacy Coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per Diem Coverage, money is used to fund per diem days in order for teachers to attend out of building professional development and conduct and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By January 2016, F/P Assessments will indicate grade-level mastery at 35% or higher.

School-wide electronic submission of data sheets that are reviewed quarterly and drive teacher effectiveness discussion between teachers and administration.

AIS providers meet with Assistant Principal monthly to review progress of their targeted students and form new groups and schedules.

Administer periodic assessment, ELA and Math simulations, and an end-of-year second grade standardized reading and math test so that the data can be analyzed and given to third grade teachers for their incoming classes.

AIS cycles organized in 2-3 weeks.

Review of teacher's conference note binders.

Teachers review weekly reports available on Raz-Kids.

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.

For progress towards this goal of reducing OORS incidents by 30% we will continue to staff school aides to serve as hall monitors, bathroom monitors, assist at arrival/dismissal, and oversee lunch and recess; onsite professional development for all staff from Counseling in Schools around building relationships and preventing problematic behaviors, deliver school expectations to parents at Parent Association meetings, include school culture grades on report cards, and program the physical education teacher to oversee organize play at recess. We aim to reduce the number of OORS incidents from 18 in 2014-2015 to 13 in 2015-2016.

Part 2 – Annual Goal

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

By June 2016, Level 3 and Level 4 OORS reports will decrease by 30% as compared to the phase-out school 2012-2013 data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue our work with the Bronx School Exchange on Positive Discipline Alternatives, to share best practices and learn from partner schools about peer mediation and restorative circles.</p>	<p>Parent Rep Admin Rep</p>	<p>Sept-June</p>	<p>PTA President</p>

	SSA Teachers Students		
Partner with Wellness in the Schools to provide organized play for students at recess so that they are meaningfully engaged and limit misbehaviors.	All students All lunch aides	Sept-June	Principal
Formation of School Safety Patrol for fourth graders to monitor targeted spaces in the building.	Top performing 4 th grade students	Sept-June	Fourth Grade Leader
Parent leaders will be trained in connecting parents to outside community resources and will target parents of students most often in crisis.	Parents of students linked to OORS incidents	August-June	PTA President

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.										
Administration, Instructional Coaches and Consultants										
Monies will be used to fund per diem days in order for teachers to participate at professional development opportunities and to plan for implementation of the tasks, to analyze the student data, and to use their analyses to inform future planning.										
Monies will be used to fund per session hours in order for teachers to participate in curriculum planning and development.										
Funds will be to purchase supplies to support instruction										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, OORS reports fro September 2015-December 2015 will have decreased by 30% when compared to September 2014-December 2014.
OORS Reports monitored weekly and reported out monthly
Administrative meeting with teachers who have most OORS incidents in their classroom, with targeted PD for those teachers
Analysis of times and locations of most OORS reports to target interventions.

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

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

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

Part 1 – Needs Assessment

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

After reviewing cut scores from the NYS Third Grade Math Exam, we noticed a discrepancy between students scores on local chapter tests and their performance on state exams. On the 2015 NYS Math Exam, 38% of third grade students scored Level 3 or Level 4. However, on local publisher-made assessments, 65% averaged a Level 3 or Level 4. This highlights the disparity between the publisher - made assessments as accurate predictions of math performance on NYS Math Exams.

Part 2 – Annual Goal

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

By June of 2016, teacher teams will have worked together to create and administer 8 benchmark math assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Deep analysis by grade leaders of local vs state assessment results</p>	<p>Grade Leaders</p>	<p>August</p>	<p>Grade Leaders Data Specialist</p>

			Administration
Weekly teacher team time to use multiple curriculum programs to create assessments aligned to the common core.	All teachers	Twice Weekly after school	Grade Leaders Principal
The adoption of a more rigorous math program, Pearson Envision , school-wide.	All teachers	Sept-June	IEP Teacher
Will incorporate Math PD into to 15% of ELL-specific PD required by all teachers and the 50% of ELL-specific PD required by all TBE and ENL teachers	TBE and ENL Teachers	Aug-June	Bilingual Coordinator

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.											
SIG funds will be used to pay teacher teams per session to work after school.											
Title I funds will be used to purchase Pearson Envision Math Program.											
Unpaid administrative intern will oversee the project											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, third and fourth grade teachers will have administered 4 benchmark math assessments.
Bi-monthly data analysis to look at scores of our teacher-created benchmark assessments vs. previous year’s curriculum-made assessments.
Differentiated professional development will be offered to each teacher in accordance to the professional development needs that they identified during their Initial Planning Conferences and in areas identified by the principal following teacher observations
Written feedback is offered to all classroom teachers, cluster teachers, and the ESL support teacher within 72 hours of an observation
Data Review Meetings were held with each classroom teacher, cluster teacher, and the ESL support teacher to review data that will be used as Measure of Student Learning and to evaluate their impact on student achievement levels.
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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

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

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.

For progress toward our third goal of increasing parent attendance at parent workshops and meetings, we aim to add an additional 20 attendees at the meetings during the 2015-2016 school year. We aim to increase average parent attendance from 22 attendees per event to 42 average attendees per event. implementation strategies include: offering childcare and refreshments at meetings, using school messenger system to advertise parent workshops, have non classroom teachers distribute fliers outside of the school at dismissal, publicly post notification of meetings outside the school in English and Spanish, publically post meetings times/dates/topics on parent website, offer raffles/giveaways at parent meetings, offer parent survey in September to collect ideas from parents on meeting topics that would interest them, and collaborate fully with the executive board of the Parent Association to market parent meetings.

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.

By June of 2016, attendance at parent events will increase by an average of 20 attendees as compared to the 2014-2015 school year data and monitored by parent sign in sheets.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Participate in District-wide cohort parent events to bring parents from the community together across schools.	Concourse Cohort School Communities	Oct, Dec, Feb, March, June	Parent Coordinator District Family Advocate
TBE and ENL teachers make targeted phone calls in preparation of parent “Fun Fridays”	ELL Parents	Sept-June	Bilingual Coordinator
Family Fridays will continue, so that parents come to expect a parent event every Friday morning at the school	All parents	Sept-June	Parent Coordinator Principal
<p>Students will write thank you notes to their parents for attending events and the school will envelope and mail those notes home to the parents.</p> <p>We will continue to explore the PEEPS Program (pending grant funding) in which a cohort of parent leaders who will be trained to support instruction in classrooms.</p> <p>Implement a Parent-Plus-One incentive for parents to bring another parent from the community to increase attendance.</p>	<p>Students</p> <p>Parents via interviews</p> <p>All parents</p>	<p>Sept-June</p> <p>August</p> <p>Sept-June</p>	<p>Community Coordinator</p> <p>PTA President</p> <p>Parent Coordinator</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.
<p>Parent Coordinator will survey parents throughout the year</p> <p>Meet & Greets will be held monthly</p> <p>Parent workshops will be held throughout the year</p>

School-wide Engagement meetings will be held annually

Updates will be communicated on monthly basis

Parent Association meetings and workshops will take place monthly

Communication with stake holders will take place on a monthly basis

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	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.

Monthly review of parent sign in sheets

Monthly review of targeted parent subgroups

Weekly number of attendees at parent events publically posted

Parent call logs

Parent Coordinator present daily at arrival and dismissal targeting our "pushable/slippable" parents for events 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)	F/P Benchmark Assessments ELA Simulation Exam NYSELSAT Scores Native Language Arts Performance Assessment	1. Reading Strategy Group Instruction 2. Leveled Literacy Intervention 3. Leveled Guided Reading 4. ELA Academy	1. Small Group 2. Small Group 3. Small Group 4. Small Group	1. During class time 2. During class time 3. During class time 4. After School Tues and Thurs
Mathematics	NYC Performance Assessment – Math Math Simulation Exam	1. Tier I Remediation embedded into Math Curriculum 2. Tier II Math Academy	1. Small Group 2. Small Group	1. During class time 2. Saturdays (Feb-May)
Science	Science Performance Assessments ELA Non-Fiction Performance Assessments	1. Repeated Readings of NF Texts 2. Interactive Writing 3. Leveled NF (Science) Guided Reading	1. Small Group 2. Whole class and Small Group 3. Small Group	1. During class time 2. During class time 3. During class time
Social Studies	Social Studies Performance Assessments ELA Non-Fiction Performance Assessments	1. Repeated Readings of NF Texts 2. Interactive Writing 3. Leveled NF (Social Studies) Guided Reading	1. Small group 2. Whole class and Small group 3. Small Group	1. During class time 2. During class time 3. During class time
At-risk services (e.g. provided by the Guidance Counselor,	Teacher Referrals Parent Referrals	1. Counseling 2. Leveled Literacy Reading Intervention	1. One-to-one and Small Group 2. Small Group	1. During school day 2. During school day

<i>School Psychologist, Social Worker, etc.)</i>	OORS Incident Reports	for Hold over students 3. Push-in support for At-Risk students prior to referral for Spec Ed Services	3. One-to-One	3. During school day
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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.
All provided Professional Development will be aligned to city-wide expectations and targeted areas such as : Guided Reading, Leveled Literacy Intervention, Small Group Strategy Instruction, After-School ELA Academy, Teacher Teams modify DOE Core Curriculum ,Reading intervention for lowest third on first grade, Additional reading support for sub-group in Kindergarten, Teacher coaching on ELA best practices, Academic. The School leader will continue to work closely with the Network personnel Director to find highly qualified candidates for vacant positions. The school will participate in District Nine Instructional Rounds Professional Development to ensure that all teacher teams are engaged in reflective conversations around best practices and increasing their repertoire of instructional strategies.

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).
PSx294's professional development sessions will include the modifying of the DOE Core Curriculum during teacher team meetings that are led by an outside writing consultant. Teachers will design six week units that are monitored through two performance tasks, one fiction and one non-fiction. Tasks are assessed using rubrics that reflect the performance indicators of the CCLS. Math curriculum reflects the DOE core curriculum option, but is enhanced by work done during study groups, in which we raise the rigor of the problems of the day, incorporate more centers, and design writing prompts so students are reflecting on their learning daily and writing across content areas. Science and Social studies curriculum is designed by using a combination of the NYS Scope and Sequence, as well as the newly adopted Social Studies CCLS
Intervention for ELLs, Teacher coaching and modeling of Bilingual Lesson, Additional reading support for holdover students, Daily Phonics Instruction, Inquiry teams analyzing student assessments (ELA and Math Performance Tasks), Common planning twice a week for each grade and twice a month for bilingual team, The implementation of a balanced literacy model within each classroom, the hiring of instructional paraprofessionals to be split between every two classrooms, the opening of a writing lab for students as a cluster subject twice a week

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).

N/A

Part 4: SWP Schools Only

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

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

PS 294 does not have Pre-K Classes in our school, but the Parent Coordinator works with nearby pre-k providers to distribute information about our school’s Kindergarten program. Incoming Kindergarteners (those that attended Pre-K and those that did not) attend an orientation for parents and students, and phase-in to the school day with two half-days. One teacher on staff was formerly a district administrator of a Pre-K program, and she advises the principal on matters of early childhood education and the transition from Pre-K to full-day Kindergarten at our school.

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.

PS 294 holds MOSL (Measures of Student Learning) meetings three times annually to discuss which assessments will be used throughout the year to track student progress and eventually be the data metrics to calculate teacher effectiveness. The MOSL Committee is a shared decision-making committee that includes representatives from every grade, cluster representatives, and an ESL representative. The MOSL Committee makes a recommendation to the principal, who takes teachers’ recommendation into account when making a final decision for the school.

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		Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	391,062.00	X	See the Budget Alignment and Resources sections on PG 11, 13, 15, 19, 22
Title II, Part A	Federal	0		
Title III, Part A	Federal	14,564.00	X	See the Budget Alignment and Resources sections on Pg 11, 13, 15, 19, 22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,965,330.00	X	See the Budget Alignment and Resources sections on Pg 11, 13, 15, 19, 22

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)

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 Learning Leaders as trained volunteers and welcomed members of our school community. Parents are welcome during Open School Week and Meet the Teacher. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Ensuring that all letters distributed by the school are translated into both English and Spanish
- Host Coffee Friday with the principal once a month to share input about the school
- 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 our school community;

Our 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. Our 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 our 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-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy. To increase and improve parent involvement and school quality, our 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 Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents and the Parent-Teacher Association in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools 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 our 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 Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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, using math in everyday life, healthy eating and nutrition, the Common Core Learning Standards, Special Education and IEPs, Reading at Home with children, using NYC ARIS, as well as assistance in filling out school forms.
- provide opportunities for parents to help them understand the accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct a Saturday Parent Fair 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;

Our 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, or Parent-Teacher Association, Title I Parent Committee, and Learning Leaders
- supporting or hosting Family Day events;
- encouraging more parents to become trained Learning Leaders;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing each teacher with a parent communication log 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each trimester during which the individual child's achievement will be discussed;
- 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 parent workshops facilitated by school staff (times will be scheduled so that the majority of parents can attend);
- 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;
- 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 promptly
- 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-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 294</u>	DBN: <u>9X294</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>42</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 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>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Rationale:

The Walton Avenue School is a K-3 school located in the Mount Eden neighborhood of the Bronx working to create a generation of young people who are critical thinkers, clear communicators, and collaborative teammates.

Each student at The Walton Avenue School receives a tailored educational experience that values their unique contributions to the learning community and supports them to become life-long learners. Teachers and parents are committed to every student's individual achievement and work tirelessly to provide the support necessary for all children to excel.

The Walton Avenue School creates student teams that problem solve, ask questions of those around them, and work together to seek detailed explanations of the world in which we live.

The Walton Avenue School (PS 294) has 97.5% of the students receiving free lunch. This K through 3 school serves an ethnically diverse population of 72 % Hispanic, 22% African American, 3% Caucasian, 2% Asian and 1% American Indian. Of the total school population (336 students), 35.4% are English Language Learners (119 ELLs). At P.S. 294 we treasure the diversity of our school population and are committed to providing every ELL student with the opportunity to excel academically, socially, and to become fluent in English and in Spanish.

- Currently P.S 294 has a Freestanding/Self-Contained English as a Second Language Program that services 40 students ranging from grades K through 3 and a Bilingual Transitional Education Program that consists of 79 students. The Transitional Bilingual program consists of one kindergarten class, a first grade class, a second grade class and a third grade class. The total number of ELL students per grade is as follow: There are 31 students in kindergarten, 23 in first grade, 40 in second grade and in 25 third. As the Home Language Survey indicates, the home language of most of our English Language Learners is Spanish with the exception of eight students who speak Arabic; two who speak Bangali, one who speaks French and one whose language is Chinese. The Fall 2014 NYSITELL and the Spring 2014 NYSESLAT scores indicate that in regards to language proficiency, the breakdown of the total ELL population (119) is as follows: 33 students are beginners, 43 intermediate and 43 are advanced.

- Subgroups and Grade Levels of Students to be Served

- Advanced Second and Third Grade ELLs Program

An ELL After School Program for Advanced ELLs in 2nd and 3^{er} grade that focuses on strengthening the background knowledge and literacy skills tested on the NYSESLAT/NYS ELA. The main objective of this program will be to equip these students with the necessary academic language and literacy sophistication necessary to move them to a proficient level on the Spring 2015 NYSESLAT and to perform at least on grade level on the NYS ELA. This objective will be accomplished by engaging students in activities and tasks that explore in depth the literacy skills tested until mastering them. In addition, an emphasis will be put into close-reading nonfiction texts that incorporate the academic vocabulary found in the NYSESLAT. Language of instruction will be English. Twenty two students are being targeted for this program. Materials to be used for this program will include: On grade level audio visual CD books, leveled guided reading to be used for closed reading and Reading A-Z Vocabulary Development Section. Our ELL Program already possesses these materials/resources, thus the materials are being provided at no cost under Title III.

Part B: Direct Instruction Supplemental Program Information

This program will take place on Wednesdays and Thursdays for a hour and a half from 2:30 - 4:00 pm and will run from December 10, 2014 through May 14, 2015. Instruction will be provided by our TBE third grade fully certified teacher, Vellanire Barran.

Newcomer and Beginner ELLs Program

An ELL After School Program that supports newcomer English Language Learners and ELLs who scored at the Beginning Level on the NYSESLAT/NYSITELL in first through third grade. The goal of this program is to increase English acquisition and language learning by engaging students in social-interactive activities designed to strengthen students' speaking and listening abilities. In addition, students will learn targeted site words and content-based vocabulary embedded in the core curriculum that will help them accelerate reading fluency and comprehension. Language of instruction will be English. Twenty students are being targeted for this program. This program will take place on Wednesdays and Thursdays for a hour and a half and will run from December 10, 2014 through May 14, 2015 from 2:30-4:00pm. The service provider for this program will be our school fully certified ESL teacher, Miguelina Suriel. The materials to be used for this program are: Spotlight on English, published by Santillana and Leveled Literacy Intervention by Fountas and Pinell. Materials cost for this Newcomer and Beginner ELLs Program will be paid using Title III money.

Beginner and Low Intermediate Kindergarten ELLs

PS 294X will also offers an After School Program for Beginner and Intermediate kindergartener ELLs. The main objective of this program will be to serve as a jumpstar into reading by focussing on multisensory instruction in phonemic awareness, phonics and vocabulary development. Ample opportunities will be provided for social-interactive activities that incorporate the use of manipulatives. English will be the language of instruction for this program. This program will invite twenty students who fall into the mentioned category. The program will take place on Wednesdays and Thursdays from 2:30pm to 4:00pm and will be ran from Dicember 10, 2014 to April 2 nd , 2015 from 2:30 - 4:00pm. Service provider for this program will be Mercedes Casado, one of our school Bilingual/Special Education and ESL Certified Push-in teacher. Materials to used in this program are: On Our Way to English, a supplemental ESL phonetically-based and language development program published by Santillana. The program has been designed for English Langague Learners at the kindergarten level. In addition, a Leveled Literacy Intervention Program by Fountas & Pinnell is going to be used for students exposure to site words and repeatitive language. The cost of these materials will not be coming from the Title III budget.

Part C: Professional Development

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

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

Begin description here: _

The overall schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL Coordinator and the ESL teachers conduct professional developments during Common Planning time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners enrolled in our ELL Program. In addition, the school schedule has a built-in time for ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals or the School Professional Development Team. An assigned ELL team representative attends grade meetings to share ELL best practices with

Part C: Professional Development

mainstream teachers. An ELL team representative also meets with other school personnel such as Psychologists, Speech Therapist, Guidance Counselors and the School Leadership Team, as needed, to make sure ELL related issues and practices are being met. In addition, the school ELL Coordinator offers ELL trainings to grade Leader Teachers during their weekly meeting.

The professional development our teachers receive support them in delivering Common Core-aligned instruction. For instance, our teachers receive professional development on topics as: Developing higher order thinking and questions (teachers and students); Implementing meaningful/colloborative discussions in the classroom; How to develop performance tasks aligned to Common Core State Standards; How to analyze NYSESLAT/NYSITELL, Math, F&P or NLA Running Record Assessments for Instructional Implication. Specific PD was provided on how to implement the DOE-endorsed CCLS aligned math curriculum: Go Math. The instructional coaches (Isidro Sanchez, Shanon Nilan, Tricia O'donnel and Nicole Perkins, Assistance Principal) model lessons, co-plan, and co-teach with teachers struggling to implement the curriculum. Some of these professional development sessions are also offered during Election Day PD, faculty conferences, lunch and learn sessions. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

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The DOE provides training off-site throughout the year that teachers are sent to attend. In addition, teachers participate in student inquiry teams where they look at student work in relation to CCLS and adjust instruction to reflect gaps in students' achievement.

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Our ELL Coordinator and selected school ESL teachers, Bilingual Teachers and paraprofessionals are also sent to receive professional developments sponsored by the Office of English Language Learners at Central. Likewise, our school registers selected ESL teachers and coaches to receive professional developments through our LSO professional team. Some of the topics our school targets for professional development are: State/City ELL mandates, identification and placement, instructional strategies and interventions for classroom implementation, as scaffolding, vocabulary building and academic language development.

Professional Development Calendar

October

Date 1: October 7, 2014

Time: 3:00 - 3:35pm

Topic: Analyze NYSESLAT/NYSITELL Breakdown Modalities for Instruction Implementation

Provider: Isidro Sanchez, ELL Coordinator

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual

October

Date 2: October 21, 2014

Time: 3:00 - 3:35pm

Topic: Strategies to teach Longterm Beginner ELLs Vs. New Comer Beginners

Provider: Isidro Sanchez, ELL Coordinator

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

November

Date 3: November 4th, 2014

Time: 3:00 - 3:35pm

Topic: ELAND Procedure and Critirias

Providers: Tricia O'donnel, Special Education Coordinator and Miguelina Suriel, ESL Teacher

Part C: Professional Development

Teachers to receive training: Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, and Ricky Yagual.

- November

Date 4: November 10, 2014

Time: 2:25 - 3:35pm

Topic: Using the DOK to guide your lesson questions

Provider: Nicole Perkins, Assistance Principal

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Isidro Sanchez and Ricky Yagual.

- November

Date 5: November 18, 2014

Time: 3:00 - 3:35pm

Topic: Creating Short Term Objectives and Long Term Goals for Differentiated Groups

Provider: Vellanire Barran, Third Grade TBE Teacher and Isidro Sanchez, ELL Coordinator

Teachers to receive training: Miguelina Suriel, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

- December

Date 6: December 2, 2014

Time: 3:00 - 3:35pm

Topic: How am I going to prepare my students for the NYSESLAT: What do they need to know?

Provider: Isidro Sanchez, ELL Coordinator Leads Discussion: ELL Team Share Reflections

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

- December

Date 7: December 16, 2014

Time: 3:00 - 3:35pm

Topic: Using Available Technology to supplement Classroom Instruction

Providers: ELL Team Members: Ms. Barran, Ms. Nunez, Ms. Rodriguez, Ms. Suriel and Mr. Yagual ,

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Mr. I. Sanchez and Ricky Yagual.

- January 2015

Date 8: January 13, 2015

Time: 3:00 - 3:35pm

Topic: Exploring Our ELL Resources for Differentiation

Provider: Vellanire Barran, Third Grade TBE Teacher

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

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- February 2015

Date 9: February 10, 2015

Time: 3:00 - 3:35pm

Topic: How and What to teach in L1 to reenforce L2?

Provider: Ms. Wendy Nunez, 2 ND Grade TBE Teacher and Mr. Isidro Sanchez, ELL

Part C: Professional Development

Coordinator

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

- March 2015

Date 10: March 10, 2015

Time: 3:00 - 3:35pm

Topic: Close Reading for ELLs

Provider: Shannon Nilan, Literacy Coach

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Isidro Sanchez and Ricky Yagual.

- April 2015

Date 11: April 20, 2015

Time: 3:00 - 3:35pm

Topic: Reading Intervention for ELLs

Provider: Shannon Nilan, Literacy Coach

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Isidro Sanchez and Ricky Yagual.

- May 2015

Date 12: May 5 , 2015

Time: 3:00 - 3:35pm

Topic: Strategies to teach Math to ELLs with Disabilities

Provider: Tricia O'donnel, Math Coach/Special Education Coordinator

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Isidro Sanchez and Ricky Yagual.

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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: _

Parent ESL/Technology Program: Rational

* A high percentage of our school parent population speaks Spanish as their primary language.

• Many parents are calling the school's administrative offices requesting oral interpretation and translation assistance.

• Many Mainstream Teachers and Special Education Teachers often rely on bilingual colleagues or friends for written translations and oral interpretation.

• The demographic session of the CEP revealed that the number of ELL students being enrolled in our school has been increasing steadily.

* At the Parent/Teacher Open House Conferences many parents expressed the need for receiving written communications translated in the Spanish Language

Part D: Parental Engagement Activities

- * The school needs to broaden its parent outreach program and parent involvement
- The number of Spanish speaking parents attending the school meetings has increased.
- * Spanish Speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school related data pertaining to the academic growth of their children.

Program Description: Topics to be Covered

The ESL Program will be intended to serve parents who wish to learn basic conversational skills in English, as well as being introduced to a beginning level of reading and writing.

Some of the themes to be covered include: Money, Doctor's Office, Emergencies, Getting Around, Places in Town, Jobs People Do, At the Mall/Grocery Store, All About Meals, Clothes Shopping, Weather and Seasons, among others. Furthermore, this program will provide information outlining ways parents can apply the skills they learned to help their children succeed in school by supporting them at home with their homework and other school-related projects.

The other component of the program will be devoted to technology instruction. After the ESL session is over, the parents move to the Technology Room to use the computers and/or ipads to learn how to navigate the internet; how to do job search; how to pay bills online; how to make online purchases; how to retrieve parent-child related information from the DOE page; how to obtain their children data using ARIS and how to access educational websites for adults and children as Starfall.com, NYSED.org, Raz Kids, Studyzone.org and others. This program will take place every Wednesday from 2:30-4:00pm and will run from December 10, 2014 to April 22, 2015. The instructor for this adult program will be Wendy Nunez, our 2nd grade TBE certified teacher. As instructional materials titled, Rosetta Stone, is going to be used with these ELL parents (our school already purchased this language program, thus it will come at cost under Title III). Similarly, the parents will use an ESL Kit for Adults, entitled: Newcomer Access by Great Source, which incorporates the above listed topics of interest to parents.

Parents are going to be notified of this program via a school letter describing the program, time and day that the program is going to be offered. The program will also be advertised in our monthly school calander and at Parent Meetings/Workshops and Conferences; where parents will have an opportunity to register for the classes.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 294
School Name Walton Avenue School		

B. Language Allocation Policy Team Composition

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

Principal Daniel Russo	Assistant Principal Nicole Perkins
Coach Shannon Nilan	Coach Isidro Sanchez
ENL (English as a New Language)/Bilingual Teacher Miguelina Suriel	School Counselor
Teacher/Subject Area Vellanire Barran	Parent
Teacher/Subject Area Liz Garcia-ENL Teacher	Parent Coordinator Delis DeLeon
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	422	Total number of ELLs	178	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	1	1									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	177	Newcomers (ELLs receiving service 0-3 years)	175	ELL Students with Disabilities	29
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	88	6								0
DL										0
ENL	87	2		2		2				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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 English	25	12	14	24	13									0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	12	16	19	10									0
Chinese														0
Russian														0
Bengali		1	1											0
Urdu														0
Arabic	2	3	4	3	2									0
Haitian		1												0
French		1												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		2	1	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)	14	1	7	4	9									0
Emerging (Low Intermediate)	3	5	2	3	4									0
Transitioning (High Intermediate)	2	2	4	8	2									0
Expanding (Advanced)	8	9	11	13	5									0
Commanding (Proficient)	8	19	12	15	7									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	1									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	8	19	12	15	7									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	8	1	0	0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	5	5	0				
Chinese Reading Test								

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

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

At the Walton Avenue School early literacy skills of English Language Learners are assessed throughout the year using a combination of formal and informal assessments. Formal literacy assessments are conducted using Fountas and Pinnell in English and in Spanish. Likewise, Estrellita assessments are also used to monitor home language progress of low literate ELLs.

PS 294x population of English Language Learners is also assessed informally. Informal assessments are put into effect during guided reading instruction, through writing performance tasks, students' portfolios, teacher-made assessments, teacher-student conferencing and group projects. Teachers' logs, writing postings and oral questionings are a few examples of informal assessments in our classrooms.

The data derived from formal and informal assessments provide valuable insights about our ELLs. Our first round of F&P assessments, for instance, revealed that there was a wide disproportion between learning of the two targeted languages. Our ELLs were acquiring English at a much accelerated rate than they are their home language (Spanish). The F & P also reveals that our kindergartener and second grader ELLs are generally making more progress in their reading levels than ELLs in grade one. Third graders made adequate progress, but not to the extent of kindergarten and second grade.

Similarly, Estrellita results show that the majority of the graduating students in the TBE program were in the second grade, followed by grade three. Further, an initial analysis of writing performance tasks demonstrated that in general ELL students were limited in using grade level academic-content vocabulary in their writing pieces.

Due to the above findings through formal and informal assessments, PS 294x curriculum planning team has prioritized the needs of the ELL Team to equip the classrooms with authentic native language libraries and spanish leveled literacy books. The planning team has also re-focussed its native language planning and has devoted more emphasis on providing professional developments geared to training teachers on best practices for teaching native language arts. For both, English and Spanish literacy, the curriculum planning team decided to plan thematic-based units that embed the academic-content vocabulary ELLs need for their writing pieces. The data

calls for scheduling re-arrangements as a common practice in our school to facilitate classroom intervisitations and sharing of best teaching practices.

The assessment results are also analyzed to create extended day ELL groupings and to differentiate instruction according to students' needs during the school day. For instance, in second grade five (5) ELL students were identified as having no formal academic education and four in grade three. These two groups are now part of our during the day Academic Intervention Program.

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

The data related to proficiency levels on the NYSITELL reveals that most of the students in kindergarten are at either the entering or emerging level (17 students), with the other English proficiency levels showing smaller amounts: Two (2) at the transitional level; expanding equals eight (8) and commanding showing eight (8) as well. This data suggests that many of our incoming Kindergarteners are not being exposed to a pre-school or head start experience where English is the dominant language before entering kindergarten. Having this knowledge is crucial for planning ELL instruction at the kindergarten level. Provision of additional ELL personnel is necessary to facilitate instruction in smaller groups, thus allowing more individualized attention to every child's language development needs.

On the other hand, the Spring 2015 NYSESLAT data (across performance levels and grades) reveals that there was a significant improvement on moving kindergartners and second graders to higher levels of proficiency, and/or transitioning them to a monolingual setting. To put this on perspective, thirty nine (34) out of 79 (43%) of ELLs in the general education TBE and ENL program who were tested in kindergarten and second grade transitioned to an English only setting. Unfortunately, similar results were not evident in the first grade, where only 15.34% transitioned to monolingual, which is the equivalent to 4 general education ELLs out of 26 tested. As a result of this data, the school has established scheduled time for teachers of ELLs to share best practice and/or for inter-visitation. Additional planning emphasis to support this cohort of students in extended day programs and Saturday Academy has put into place. Additional personnel support has also been assigned to support grade one.

According to the fourth grade Spring 2015 NYSESLAT scores, however, the data is more evenly balanced across proficiency levels, with the entering level being slightly higher (nine students). In the third grade, the majority of ELLs are transitioning or expanding (twenty one-21 students) with only seven (7) students at the entering and emerging level. The current data shows that the higher the grade, the least number of ELLs scoring at the emerging or transitioning level. Overall our ELLs population has more students at expanding and commanding levels combined than in all the other levels added together.

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

The information about Annual Measurable Achievement Objectives is used to analyze how our school ELL data relates to our non-ELL data. AMAO is also used to determine whether the school met or did not meet the state yearly targeted percentage of students making progress in English as per the NYSESLAT (AMAo 1), percentage of students scoring commanding (AMAo 2) and whether the Annual Yearly Progress (AYP) was met. It is also used to compare our school to peer schools in our region and the rest of city schools. The Spring 2015 NYSESLAT data reveals that the percentage of students making progress in English surpassed the 2014-15 target of 67.4% by showing that 84.88% made progress in English. Similarly, the data demonstrates that 33.33% of our students attained proficiency on the NYSESLAT, surpassing the state target of 15%.

4. For each program, answer the following:

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

Our school F&P assessments reveal that there is a wide disproportion between learning of the two targeted languages. Our ELLs were acquiring English at a much accelerated rate than they are their home language (Spanish). The F & P also reveals that our kindergartener and second grader ELLs are generally making more progress in their reading levels than ELLs in grade one. Third graders made adequate progress, but not to the extend of kindergarten and second grade.

Similarly, Estrellita results show that the majority of the graduating students in the TBE program were in the second grade, followed by grade three. Further, an initial analysis of writing performance tasks demonstrated that in general ELL students were limited in using grade level academic-content vocabulary in their writing pieces.

ELL Periodic F & P Assessments are being used to determine the instructional and the independent reading level of students in English and Spanish; to group students according to language strengths/weakness; to inform students and families about next academic steps on children's lives and to set new academic goals. The school is also using Estrellita assessments to track low literate students' proficiency in the native language.

ELL Periodic Assessments are going be used to measure student progress in English language proficiency and to predict performance

on State English language acquisition tests. The results are to be used to provide teachers with detailed information about their students' strengths and weaknesses in English language development and will be used to serve as a resource to help plan individual and group instruction.

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*.]

The school is using the data to create a program model which main goal is to develop the language abilities of homogeneously grouped participants sufficient enough to move them from their entering level into the emerging/transitioning or expanding level, whereas those in the transitional or expanding level be moved to the commanding level, as measured by the NYSESLAT. Such a program model is being evaluated based on how many ELLs meet the targeted objective. On the other hand, another program model has been created where the main objective is to increase the reading level of a particular ELL group as measured by Fountas and Pinnell in grades K-4. This program evaluation is based on whether or not this objective was met. Some of the data being considered for the above programs includes students' reading level, NYSESLAT overall/modalities scores and teacher's made assessments. Students are being instructed in small groups using lessons supported by lots of visuals and models, followed by an exposure to guided reading targeting the skill/concept just taught. ELL students are given priority when determining extra support our students. ELL students participate in extended day programs and are part of our grade specific academies.

In addition, PS 294X has in place a Tier III RTI Program for ELL students in grades K-4 who are still struggling with understanding concept of print. Instruction for these ELL groups may begin with helping them understand that reading is done from left to right, follow by helping them realize that words are put together to make sentences that carry out ideas and feelings... Instruction is then moved to having students follow with their finger simple texts by identifying the sound each word makes in a sentence; eventually moving them to sounding out the initial sound of each word in a text or the words they have learned to recognize. A biweekly goal targeting a particular skill is created for each group, which may be changed the following term if students have mastered the targeted skill.

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

English Language Learners' second language development is being considered to plan the instructional minutes each ELL group will receive of ENL and how many minutes of HLA instruction, according to their English proficiency level on the NYSITELL or the NYSESLAT. The child's second language development is also considered to differentiate instruction within the classroom, thus grouping accordingly, and to provide appropriate instructional language level materials. TBE and ENL teachers consult with the Bilingual Coordinator to schedule adequate number of minutes of NLA and ENL and to make sure ELLs are receiving the required number of minutes of both languages instruction according to state mandates.

Moreover, students' second language development is also used when ordering materials for Transitional Bilingual classrooms. Just as direct instruction is being differentiated according to students' English proficiency levels, instructional materials are also differentiated. A group of Expanding ELLs, for instance, who receives 70% of daily instruction in English and 30% in Spanish, is likely to be handed English materials during a science/social studies or math lesson, whereas a group at the entering level is using materials in Spanish for the same lesson.

7. For dual language programs, answer the following:

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

PS 294x 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).

The Bilingual Coordinator, Principal and School Leadership Team have set goals in all subject areas, for all of our students including ELLs to monitor their progress three times a year. The measure of success of our ELLs will depend on the progress shown on the goal set for a particular subject area. For instance, in ELA/HLA our ELLs' success is being evaluated based on how many reading levels ELLs go up as measured by Fountas & Pinnell/Estrellita, as well as how students' written responses progress according to end of unit performance tasks administered using school-planned thematic unit. Narrative and Informational writing rubrics are being used to grade the writing pieces and track progress throughout the year. Likewise, in mathematics students were assessed using the Discovery Math Assessment in the beginning of the year. That data drives small group instruction in the classroom and helps the SLT determines which ELL students will participate in Extended Day and/or Saturday Academies.

In the ENL Program our ELLs success is being evaluated depending on the improvement exhibited as they approach mastering of each targeted language modality, assessed every three months throughout the school year. In addition, the success of both, the Transitional Bilingual Program and the ENL program is also being evaluated based on how many ELLs transition to monolingual and/or go up at least one level on the NYSESLAT, thus contributing to meeting the school Annual Measurable Objectives (AMAO) and our school Annual Yearly Progress (AYP).

Social studies and science progress is measured according to how students' demonstrate science or social studies knowledge and

content vocabulary usage in their oral and written communication in different assignments regardless of genre.

Holistically, the success of our TBE program is being assessed on its effectiveness to produce well-rounded educated and balanced bilingual/biliteral students who can demonstrate academic and social proficiency in all four language modalities (listening, speaking, reading and writing) in both languages: English and Spanish.

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.

The Walton Avenue School -P.S. 294x implements the following steps for the initial identification of potential ELLs. First, our Pupil Accounting Secretary, Ms. Rose, gives the parent all the forms to be completed at registration, including the Home Language Identification Survey (HLIS) in the language that the parent can understand. Immediately, Ms. Rose contacts our ELL Coordinator, Mr. Isidro Sanchez, who is a permanently certified ELL teacher with a Bilingual extension, to interview the parent and to assist in the completion of the HLIS. In the event that Mr. Sanchez is unavailable, Ms. Rose calls Miguelina Suriel, our school certified ENL (ESL) teacher. Either Mr. Sanchez or Ms. Suriel conduct an informal interview in English or in Spanish with the parent to find out about the language spoken home and the schooling history of the child.

Next, the assisting pedagogue fills out the school box sections. If the parents speaks a language other than English or Spanish, the office personnel reaches out to a qualified personnel on staff who speaks the language in question to translate, or contacts the translation unit by phone to assist in the process. In either case, the schools requests that an initial oral background interview is conducted with registrant parent(s), as well as prospective student in the parent/child's native language. The informal interview with the parent also seeks information such as student's special needs and parents preferred language of communication.

Consequently, Mr. I. Sanchez conducts an informal interview in English and in Spanish language with the child to determine language of child's dominance. Mr. Sanchez also completes the school's portion of the HLIS, including OTELE Code and eligibility for NYSITELL testing. After determining the Home Language code, the Pupil Accounting Secretary is notified to enter pertinent information in ATS. For students who are NYSITELL eligible, a letter is sent or a phone call is made to parents letting them know that the child will be tested. Mr. Sanchez proceeds to administer the NYSITELL within 10 days of enrollment and to notify parent of assessment result within 5 days of chid's being tested. A

If the child is deemed to be an ELL based on the NYSITELL result and his/her Home Language is Spanish, then Mr. I. Sanchez also administers the Spanish LAB within 10 days of enrollment. A Parent Orientation Meeting is immediately scheduled to invite parents of newly registered ELLs to inform them about programs availability within the NYC Department of Education; to discuss their rights as parents and to complete the Program Selection Form for child official placement. The child is then placed in the proper program within 10 days of being registered.

Every year in the Spring, as mandated by New York State, our school administers the New York State English as a Second Language Achivement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still entitled to receive services. The school has also formed an ELL team that is comprised of ENL and TBE Teachers, our ELL Coordinator, Testing Coordinator, and school administrators to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator in collaboration with the Pupil Accounting Secretary and Stars Classroom designee make sure that all data corresponding to ELLs is updated on ATS, as needed, until all ELL information appears correctly. This team also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total), RLCB (NYSITELL Scan Report) and (RSPE) CAP Special Education Test Modifications. NYSESLAT scores from previous school years are used to evaluate the language development level of ELL students and to form homogeneous language ability groups in their class or within their grade span accordingly.

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).

Within the first two weeks of enrollment, the school administration and the ELL Coordinator request that TBE and ENL teachers closely monitor and survey newly arrived ELLs in third grade and above for possible signs of SIFE status. After students have been referred by the teachers, the SIFE questionnaire is printed in the language of the 'possible SIFE' student and a qualified pedagogue on staff, who speaks the same language as the registering child, is called in to administer the interview. In the event that no member of the staff speaks the language in question, the school contacts the Translation and Interpretation Unit to seek help. If the child's answers in the questionnaire reveal that he/she comes from a family background with a low level of education, that the child's education process was interrupted and that his/her literacy practices and habits have not been developed, the student is administered a school-created pre-assessment in the home language to evaluate literacy and math skills or the LENS (if available) to determine SIFE status. The entire process is finalized within 30 days of enrollment.

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).

As a procedure of complying with Sub-Part 154-3.2, PS 294x has formed its Language Proficiency Team which encompasses the following members:

LANGUAGE PROFICIENCY TEAM MEMBERS

Mr. D. Russo, School Administrator
Mr. I. Sanchez, Bilingual Extension Teacher
Ms. T. O'Donnell, Related Service Provider
Ms. M. Suriel, Teacher of English as a New Language (ENL)
Ms. Liz Garcia, ENL teacher
Student's Parent or Person in Parental relation and
a qualified translator or a person parental relation best understand.

After the Home Language Survey Form is completed by the parent with the assistance of an ELL certified pedagogue, and the form reveals that a language other than English is spoken in their household, a more indepth interview and assessment is conducted with the child and parent of prospective ELL to determine the child's history of schooling, his/her special needs and the child's preferred language of communication. The child's responses to the interview get transcribed by the evaluator and filed as evidence.

Next, the Language Proficiency Team meets to review gathered evidence of the student's language development and make recommendation as whether the student should or should not take the NYSITELL. If the LPT members recommend that the student should take the NYSITELL to determine ELL status, the ELL identification process continues the same procedure as with all prospective ELLs. However, if the LPT concludes that the student should not take the NYSITELL, the student is administered a school LPT developed English and Spanish language proficiency assessment as a way to continue figuring out the language the student is more dominant in. The team's recommendation gets sent to the school principal for review. If, upon review, the school principal agrees with the recommendation of the LPT that the student is not an English Language Learner and will not take the English language proficiency identification assessment, the school principal shall inform the parent or person in parental relation of this recommendation, in the language or mode of communication the parent or person in parental relation best understands. If the principal is in agreement with the LPT recommendation, each student's file will be forward to the Regional Superintendent for further review. Upon receiving a recommendation by the school principal, the Superintendent or his or her designee shall review the school principal's recommendation and make a final determination to accept or reject the school principal's recommendation within ten (10) days of receiving it. If the Superintendent determines that the student is not an English Language Learner, notice of such determination shall be provided to the parent or person in parental relation in the language or mode of communication the parent or person in parental relation best understands within five (5) days of such final determination. Considering all parties involved, the entire process of accepting or rejecting LPT recommendation can not exceed the state stipulated timeline of 20 calendar days.

The process of identifying SIFE ELLs is conducted within the first 30 school days from initial enrollment. After the child has gone through the steps of the ELL identification process and he/she gives indications that had an interrupted or inconsistent formal schooling, the ELL team administers the oral interview questionnaire in the language the child can understand.

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.

Initially the parent receives a phone call from either, Mr. Isidro Sanchez (ELL Coordinator), Miguelina Suriel, Liz Garcia (ENL Teachers) informing the parent that his/her child will be administered the NYSITELL as a result of the responses the school obtained in the Home Language Survey. Over the phone, the parent is also given information about the purpose of the NYSITELL. After the child has taken the NYSITELL assessment, the answer grid gets scanned. Within five days after the NYSITELL has been scanned and the scores have been printed, the school ELL Coordinator and the ENL teachers send the Entitlement Letter to the parents of incoming ELLs, who did not score a commanding level on the assessment, informing them of their child's score and scheduling a Parent Orientation Meeting. The sending of the Entitlement Letter is followed by a courtesy phone call the night before the meeting reminding ELL parents of the upcoming event. The entitlement correspondence gets printed and sent in the parents' preferred language as indicated in the Home

Language Survey and as in ATS generated report called RPOB.

Prospective ELL candidates who scored at the commanding level on the NYSITELL are sent a Non-Entitlement Letter within five days after scanning the assessment. Copies of both letters are kept in school file in the ELL Coordinator's Office in a binder labeled ELL Compliance binder to be used as evidence.

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

Parents of identified ELLs and parents of children who have been referred by their teachers as being potential ELLs (or by the parents themselves) are to be provided with an orientation meeting describing the ELL programs offered within the NYC public school system. Part of the agenda at the orientation meeting is to inform these parents of their rights to appeal the initial ELL status within 45 days of enrollment. Furthermore, parents are made aware that the re-identification request must be done in writing and that the re-identification process must be completed within 10 school calendar days after the school have received their child's teacher request or the parent's written notice. This process is executed by members of the school ELL team, including (but limited to) the school ELL Coordinator, Isidro Sanchez and ENL teachers, Migulina Suriel and/or Liz Garcia. Those parents are also to receive a written school notification reiterating their ELL re-identification rights. The correspondences sent are to be written in the parents' preferred language as indicated in the Home Language Survey Form and/or ATS generated report called RPOB. Copies of sent letters and other records are kept in the ELL Coordinator's Office for review.

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.

The Principal of the Walton School, Mr. Daniel Russo and the ELL Coordinator, Mr. Isidro Sanchez work together to plan the ELL Parents Orientation meeting, prepare the agenda, and mail ELL parents the entitlement letter which includes the dates, times, and location for the meeting. Attached to this letter is the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment. Parents are required to sign an attendance sheet. At these orientation meetings, the ELL Coordinator, Mr. I. Sanchez, explains to parents of ELLs the different ELL programs available (Transitional Bilingual Education, Dual Language and Freestanding ENL). ELL parents watch the ELL Orientation video in their language of preference. The video is followed-up by a Questions and Answer session. In addition, brochures are distributed in the language parents prefer to explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that if they do not make a selection and the Parent Program Selection Form is not returned, the default program placement is the Transitional Bilingual Program. Parents not attending the orientation are reached via phone and personally invited to view the video and complete parent selection forms. All materials distributed at the orientation meeting and sent thereafter, including the Parent Program Selection Form and the Entitlement Letter are provided in the parents' preferred language, as indicated in the Home language survey. To ensure that all of our ELL parents understand the three programs offered within the NYC Public School System and that the information is presented in a language they can understand, our school ELL Team conducts a staff language survey. Staff members who speak another language in addition to English are available as a resource to translate at parent orientation meetings and other ELL events within the school. In case the language of a particular family is not represented in the school, a member of the ELL contacts the Department of Education Translation Unit for assistance.

A log is kept of all outreach made to parents and the results of the program selection form are entered into the ELPC screen in ATS. Attendance records are maintained and date of viewing the video. At this time our community is asking mainly for a Transitional Bilingual Program. However, we keep records of those parents who are choosing Free-Standing ENL or dual language programs as their first choice. If we reach at least 15 students in two contiguous grades who speak the same language and whose parents chose TBE as their first choice, we will proceed to place students accordingly.

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

Entitlement Letters with Parent Survey and Program Selection Form attached are mailed to the students' home. A copy of this letter is also sent home with the student in the home-school connection folder. Correspondence is sent and oral phone calls are made in the parents' preferred language, as indicated in the Home Language Survey Form and ATS generated report called RPOB. If a particular language is not represented in the school for parent outreach, the school contacts the Translation & Interpretation Unit for assistance in the parent targeted language in the presence of the parent. The call is made and the correspondence sent to invite the parents to attend the ELL Parent Orientation Meeting to have a better understanding of how to complete the form. After the ELL Parent Orientation Meeting is over, parents are asked to fill out the Survey and the Program Selection Form. The ELL Coordinator, Isidro Sanchez, ENL/TBE teachers, Liz Garcia or Miguelina Suriel and/or the Prent Coordinator, Delis DeLeon provide assistance, as needed, to the parents without influencing their program choice. To ensure that all of our ELL parents understand the three programs offered within the NYC Public School System and that the information is presented in a language they can understand, our school ELL Team conducts a staff language survey. Staff members who speak another language in addition to English are available as a

resource to translate at parent orientation meetings and other ELL events within the school. In case the language of a particular family is not represented in the school, a member of the ELL contacts the Department of Education Translation Unit for assistance. For non-attendees, the Parent Coordinator or a member of the ELL Team make follow-up phone calls to invite parents to come to one of the orientation sessions and encourage them to come to school to view the orientation video and to receive information and brochures about the different ELL programs offered by NYC Department of Education. ENL/TBE teachers also make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of Entitlement and Non-Entitlement Letters. After Parent Survey and Program Selection Forms are collected, we also make copies of both. The originals are placed in the student's cumulative records to travel with the student.

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

As the Parent Survey and Program Selection Form come in, parental choice gets input into ATS Basis Data Collection (BNDC screen) under the ELPC screen. The responsibility of inputting this information into ATS falls under Mr. Isidro Sanchez, our school ELL Coordinator. The ELPC screen is monitored periodically to follow up on parents whose selection appears in blank. The BNDC report is also printed periodically to retrieve the names of students whose parents have not yet come to the Orientation Meeting. These parents are called to be offered alternative schedules to attend the Parent Orientation Session to collect missing Parent Survey and Program Selection Forms. This cycle of monitoring pattern continues throughout the school year, as needed. All correspondence and parental forms used to notify parents are provided in the parents' preferred language, including phone calls made with the assistance of the Language Translation & Interpretation Unit. A log of parent phone outreach is maintained in the ELL Coordinator's Binder for review.
9. Describe how your school ensures that placement parent notification letters are distributed.

Once the Parent Orientation meeting and Parent Survey and Program Selection form have been finalized, newly registered ELLs are placed according to parental choice (if the selected program is available in our school). If chosen program is not available, parents are provided with a list of schools in the NYC DOE that offers their program of preference. After our school eligible ELLs have been placed in their corresponding program, a placement parent letter is handled to the parents at dismissal with their child name on it and a second letter is signed by the receiving parent, acknowledging the receiving of the information. The letter is written in the parents' preferred language, as indicated in the Home Language Survey and/or ATS generated report called RPOB. When a particular language can not be supported in school by a member of the school staff, a member of the ELL Team assists the parent in reaching out the Translation & Interpretation Unit for assistance.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Members of PS 294x ELL Team make copies of HLIS, non-entitlement and entitlement letters, Parent Survey and Program Selection Form and any other documents related to ELL compliance. The original is sent to the child's parents and/or placed on the students' cumulative records and the copies are kept in school in an ELL Compliance Binder for review.
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.

PS 294X has been taking the following steps to ensure that all ELLs are administered all sections of the NYSESLAT. To begin the process, a group of ELL certified and literacy specialist teachers are trained on how to administer each section of the NYSESLAT in order to form a NYSESLAT testing team. The team is then divided into two sub-teams. One of the sub-teams is responsible for administering the speaking section of the NYSESLAT to one half of the ELL population (the most lower grades) and the other sub-team assesses the other half (the most upper grades). If any of the sub-team is falling behind, the other rescues that team. To do this, the school begins assessing as early as possible within the testing window to have ample time to get to every student for every section. To assure that every student is assessed, some ATS reports are utilized to cross reference as the Basis Participation Report, the NYSESLAT Eligibility Report, the LAT report and the NYSITELL Scan Report (RLCB). To assess NYSESLAT reading, listening and writing a set time is scheduled for three different days (one day for each language modality) during which groups of ELLs of the same grade level are assessed simultaneously from K through third grade. Test administrators, however, are reminded that each of those sessions is untimed. A second person who does not work with the group being tested, but with whom ELLs feel comfortable to have around, is placed in the classroom for transparency purpose. A list of absentees for every session of the NYSESLAT is maintained by the School Test Coordinator to test students with the missed modalities as soon as they report to school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

After receiving current year NYSESLAT scores, the school assessment committee reviews the scores to determine the number of ELLs who did not obtain a commanding level (former proficient level) on the assessment to prepare individual student Continued Entitlement Letter notifying the parents of their children's eligibility and continuity of English Language support services for ELLs. A copy of the letter is sent via mail and another copy is placed in the student's homework folder the following week, which the parents are asked to sign acknowledging receiving the previous sent letter. The same protocol described above is to be followed to distribute transitional support parent notification letters to parents of ELLs who scored a commanding (proficient) level on the NYSESLAT or NYSITELL assessment. All correspondence are mailed in the parents' preferred language as indicated in the Home Language Survey Form and the RPOB ATS report. Our school ENL teachers (Miguelina Suriel and Liz Garcia), every TBE teacher and Mr. Isidro Sanchez, ELL Coordinator are the staff members responsible for distributing and collecting this correspondence to parents.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The demographic composition of the student population served by PS 294x is predominantly Hispanic with approximately 63% being Spanish speaking families. Due to this trend, it is evident that the review of current and past few years Parent Survey and Program Selection Forms reveals that the majority of the parents (approximately 90%) are selecting the Transitional Bilingual Program as their program of choice. This parental choice is aligned with the program model offered at our school, thus meeting parent requests. As a result of the large percentage of parents choosing the Transitional Bilingual Education Program, PS 294x is able to honor their choice since a sufficient number of ELLs are being registered to open a class in every grade. Parents of ELLs who have selected a Dual Language program have been provided with a list of neighboring schools that offer such a program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.
- In our Freestanding English as a New Language program (ENL), P.S. 294x services a total of ninety (90) English Language Learners of which sixty two (62) are general education ELLs and twenty eight (28) belongs to the Special Education Program of English Language Learners. English Language Learners in our ENL Program will be receiving integrated and standalone ENL (ESL) units of study and staffing requirements in accordance with CR Part 154.2, as follows: Entering (beginner) and Emerging (Low Intermediate) ELLs will receive a total of two (2) units of ENL or 360 minutes (8 periods of 45 per week) of which one (1) unit or 180 minutes will be devoted to instruction of standalone ENL (ESL) with the objective of developing ELLs' English language skills so they can succeed in core content courses. This service will be delivered by one of our school dually certified TESOL teachers, Miguelina Suriel. The remaining 180 minutes or the equivalent to one unit, will be implemented via integrated instruction to build English language skills through content area instruction in social studies, science and mathematics. This component of ELL service will be the responsibility another dually certified TESOL teacher, Liz Garcia. Transitioning (Intermediate) ELLs, on the other hands, will be receiving half of an unit (90 minutes) of integrated ENL/ESL instruction and a half of an unit of standalone ENL/ESL. As a way to better serving Entering, Emerging and Transitioning ELLs a combined model of instruction/service provider is necessary. One of our dually certified TESOL teacher will be teaching the integrated ENL minutes through the block model to heterogeneously grouped students. Our other dually certified ESL teacher, on the other hands, will service homogeneous groups of ELLs to provide them with their mandated standalone ENL mandated minutes and to make up for any missing minutes to entering,emerging and/or transtioning students, not covered by the integrated ESL teacher. Similarly, expanding and commanding ELLs will also be serviced applying the integrated ENL model described above in groups of mixed proficiency levels (heterogeneous). The only noticeable variation in these two

groups is that expanding ELLs will receive an entire unit of integrated ENL instruction, whereas commanding ELLs will only receive a half of an unit or 90 minutes. As Part 154.2 mandates, all required minutes described above will be provided on a weekly basis.

b. TBE program. *If applicable.*

Similar as in our ENL Program, ELLs in the Transitional Bilingual Program are to receive their mandated services in the areas of ENL/ELA, Bilingual Content Area Subjects and Home Language Arts, as well as, NYSED stipulated staffing requirements in accordance with CR Part 154.2. As in the ENL Program, our TBE Program will serve 88 general education bilingual ELLs whose proficiency levels range from entering to expanding in every grade from K-4. Similar to the ENL Program, the TBE Program will service Entering and Emerging ELLs with 360 minutes (2 units) of ENL. One of those units of study will be taught using the ENL Standalone model and the other one implementing the integrated model through the teaching of science, social studies and mathematics. Transitioning and Expanding ELLs in this program, however, are to get 180 minutes (one unit) of ENL instruction divided into 90 minutes of standalone ENL and 90 of integrated ENL. The instructional model previously described will be accomplished through differentiation of direct teacher's instruction and through the provision of differentiated materials and resources as a way to scaffolding delivering of lessons. As a way of differentiating ENL instruction, a TESOL certified teacher (Liz Garcia) will be pushing in TBE classrooms to provide integrated ENL through science and social studies two times per week in cycles of six weeks. Ms. Garcia will also be planning and pushing in (with our school writing cluster teacher) to provide a partial portion of the required standalone ENL instruction. Any number of missing minutes per proficiency levels will be covered by our fully certified TBE teachers.

All students who are part of PS 294x Transitional Bilingual Program are entitled and will receive a 45 minutes daily period of Home Language Arts, Monday through Friday, regardless of their English Proficiency Levels, as stated in the state mandates. In addition to the Home Language Arts instruction these students in TBE classes are getting, they are also to receive the state mandated Spanish content area subjects instruction, as follows: Entering and Emerging ELLs are to receive a minimum of two (2) forty five (45) minutes daily periods of content area subjects in the students' native language. This requirement differs for transitioning and expanding students who, in turns, are going to receive only one daily native language content area subject, or the equivalent to 45 minutes. The providers of this last service are going to be TBE teachers with bilingual extension only.

c. DL program. *If applicable.*

Our school does not offer a Dual Language Program

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

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

English Language Learners in our English as a New Language Program will be receiving integrated and standalone ENL (ESL) units of study and staffing requirements in accordance with CR Part 154.2, as follows: Entering (beginner) and Emerging (Low Intermediate)

ELLs will receive a total of two (2) units of ENL or 360 minutes, of which one (1) unit or 180 minutes will be devoted to instruction of standalone ENL (ESL) with the objective of developing ELLs' English language skills so they can succeed in core content courses. This service will be delivered by one of our school dually certified TESOL teachers, Miguelina Surriel. The remaining 180 minutes or the equivalent to one unit, will be implemented via integrated instruction to build English language skills through content area instruction as social studies, science and mathematics. This component of ELL service will be the responsibility of another dually certified TESOL teacher, Liz Garcia. Transitioning (Intermediate) ELLs, on the other hands, will be receiving half of an unit (90 minutes) of integrated ENL/ESL instruction and a half of an unit of standalone ENL/ESL.

One of our dually certified ESL teacher will be teaching the integrated ENL minutes through the block model to heterogeneously grouped students. Our other dually certified ESL teacher, on the other hands, will service homogeneous groups of ELLs to provide them with their mandated standalone ENL mandated minutes and to make up for any missing minutes to entering, emerging and/or transitioning students, not covered by the integrated ESL teacher.

Similarly, expanding and commanding ELLs will also be serviced applying the integrated ENL model described above in groups of mixed proficiency levels (heterogeneous). The only noticeable variation in these two groups is that expanding ELLs will receive an entire unit of integrated ENL instruction, whereas commanding ELLs will only receive a half of an unit or 90 minutes. As Part 154.2 mandates, all required minutes described above will be provided on a weekly basis.

English Language Learners in the Transitional Bilingual Program are to receive their mandated services in the areas of ENL/ELA, Bilingual Content Area Subjects and Home Language Arts, as well as, NYSED stipulated staffing requirements in accordance with CR Part 154.2. As in the ENL Program, our TBE Program will serve 80 general education bilingual ELLs whose proficiency levels range from entering to expanding in every grade from K-4. Similar to the ENL Program, the TBE Program will service Entering and Emerging ELLs with 360 minutes (2 units) of ENL. One of those units of study will be taught using the ENL Standalone model and the other one implementing the integrated model. Transitioning and Expanding ELLs in this program, however, are to get 180 minutes (one unit) of ENL instruction divided into 90 minutes of standalone ENL and 90 of integrated ENL.

The instructional model previously described will be accomplished through differentiation of direct teacher's instruction and through the provision of differentiated materials and resources as a way to scaffolding delivering of lessons.

All students who are part of PS 294x Transitional Bilingual Program are entitled and will receive a 45 minutes daily period of Home Language Arts, Monday through Friday, regardless of their English Proficiency Levels, as stated in the state mandates. In addition to the Home Language Arts instruction these students in TBE classes are getting, they are also to receive the state mandated Spanish content area subjects instruction, as follows: Entering and Emerging ELLs are to receive a minimum of two (2) forty five (45) minutes daily periods of content area subjects in the students' native language. This requirement differs for transitioning and expanding students who, in turns, are going to receive only one daily native language content area subject, or the equivalent to 45 minutes.

During the daily 180 minutes allocated ELA, ELL students in grades Kindergarten to fourth use a school planned ELA units of study. The breakdown of the allotted ELA time is as follow:

- 20 minutes are devoted to word study and phonemic awareness.
 - 60 minutes are being utilized for reading aloud with a purpose and for whole group instruction. The whole group is then divided into smaller groups for re-teaching and re-enforcement of the literacy concept/skill taught that day. Finally, this session is concluded with a RTI session centered on small gruded reading activities.
 - 20 minutes students are engaged on using LLI- Leveled Litacy Intervention published by Fountas & Pinnell.
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.

Our Freestanding ENL team plans thematic based units collaboratevely with the general education team to align ENL instruction and resources to the general education curriculum, in all subject areas, in order to make content comprehesible to our ELL population.

Some of the resources used for alignment include: literacy leveled books of the same topic (usually written at a level lower than the supporting texts and/or anchor text); a comprehensive academic English program in content and literacy, titled Spotlight on English by Santillana; An electronic based leveled reading called Raz-Kids/Reading A-Z, among others.

Advanced and proficient ELLs in our TBE program are being exposed to the same academic curriculum and rigor as the general education classes, scattfolded when need it. Although entering and emerging ELLs are being exposed to the same thematic unit topics, their instruction is being scaffolded and differentiated by aligning it to resources that cover the same academic content, but are written in a more ELL friendly approach. Some of the resources used for alignment include: literacy leveled books of the same topic (usually written at a level lower than the supporting texts and/or anchor text); a comprehensive academic English program in content and literacy, titled Spotlight on English by Santillana; An electronic based leveled reading called Raz-Kids/Reading A-Z, among others.

Science and social studies are taught to TBE ELLs thru parallel teaching in our Science-Social Studies Lab, where a licensed TBE cluster teacher plans and teaches collaboratively with the science and the social teachers, instructing Entering and Emerging ELLs in their native language. Any missing science or social studies periods are taught in their respective TBE classrooms by TBE licensed teachers, where the students are grouped according to their language proficiency level to differentiate language of instruction and written language of materials used. A similar model is used to teach mathematics in TBE classrooms. In our ENL program, ESOL and TESOL teachers teach science, social studies and mathematics via differentiated content-integrated English as a New Language Units.

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

Throughout the school year ELLs in the Transitional Bilingual Program in K-4 will be appropriately evaluated in Spanish using Fountas & Pinnell and Evaluacion del desarrollo de la lectura (EDL2) running records three times a year, as well as Estrellita Assessments, which are done at least once a week. Kindergarteners in TBE classes will also be assessed early in the year using a school created home language assessment that measures students ability in all four language modalities. At the end of every Home Language unit, ELL students must write an Unit Performance Task in Spanish to demonstrate skills and content learned in their home language writing.

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

In the months of August/September the ELL Team meets and use the NYSESLAT Language Modalities Report from ATS to determine the specific language modality that some ELL groups is lacking that is preventing them from making the threshold to next NYSESLAT level. After the deficiency of language modalities have been determined, ELL classrooms are re-arranged to make possible the targeting of each group's language modality needs. For instances, ELLs lacking listening will spend more time at the listening center completing activities that target the mastering of listening, than at the writing center and viceverse. Throughout the year, teachers of ELLs sustain ongoing assessments of each language modality to find out students who have mastered the targeted modality and to make adjustments accordingly. As a result of our school grade increment, PS 294x has also planned to admister Department of Education ELL Periodic Assessments that which measure all four modalities of English acquisition. Our school Thematic-based ESL Program, titled "Spotlight On English" by Santillana, comes with a built-in End-of-Unit assessments, which appropriatetely evaluate all four modalities of English acquisition after every 20 lessons. Most lessons are designed to be completed in a day; a few last for two days. Thus, throughout the school year teachers of ELLs will continue assessing their students at the end of every unit and meet on a monthly basis to evaluate ELLs progress in all four modalities. Likewise, ELL teachers also take daily notes during their English-based lessons to informally assess students' progress in each modality and to make groups adjustments, as needed.

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

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

A. Initially, SIFE students are administered the SIFE Oral Questionnaire to determine the family and student's higher academic level reached and habits of study. Next, using Fountas & Pinnell in English and Spanish, the school determines a starting point to initiate

an instructional level of a SIFE student. Estrellita is also used as an initial assessment tool when a student is below level C in F & P. At

this point instruction begins for the SIFE student using the resources mentioned above and a well-trained Bilingual Pupil Service (BPS)

Paraprofessional who is assigned to TBE and ENL classrooms under the guidance of the classroom teacher for the school year. The

classroom teacher and the BPS candidate are expected to plan collaboratively and define each other role within the lesson plans to

reflect the differentiated components of groups of diverse abilities. Bilingual Pupil Service candidates are also required to maintain

records of ongoing assessment and students' progress, which is monitored by the school administration and used to re-

arranged the

instructional level, as needed.

B. As evidenced by the results of the NYSESLAT, Spanish LAB, NYSITELL and Fountas & Pinnell Running Records, the new waves of

ELL students who are enrolled in our school Transitional Bilingual Program and in our ENL program are coming in with

excessively

low level of literacy skills in their native language as well as in the second language language. Due to this reason, the school has

put into place an ELL Literacy and Math RTI program that services at risk ELLs using a program called Leveled Literacy Intervention (LLI), published by Fountas & Pinell, designed for English literacy development. Estrellita is also used to develop literacy their Spanish native language. These groups receive instruction three times per week for 45 minutes. Newcomers are also homogenously grouped and served in their classroom by a Bilingual Pupil Service provider (BPS) using a program titled Spotlight on English by Santillana.

C. Devloping English Language Learners are being exposed to the same academic curriculum and rigor as the general education

classes. However, depending on the language proficiency level a given group, instruction may have to be scaffolded and differentiated by aligning it to resources that cover the same academic content, but are written in a more ELL friendly manner. Some

of the resources used for alignment include: literacy leveled books of the same topic (usually written at a level lower than the supporting texts and/or anchor text of the unit of study); a comprehensive academic English program in content and literacy, titled

Spotlight on English by Santillana; An electronic based leveled reading called Raz-Kids/Reading A-Z, among others.

D. Our two Long Term ELLs receive Academic Intervention Services with our I.E.P teacher and her Paraprofessional. The I.E.P. teacher delivers instruction to a small group of twelve students. The teacher also administers exam with accommodations such as, directions read aloud, questions read aloud and extended time. The teacher also provides scaffolded instruction. The Paraprofessional provides leveled literacy intervention in small groups of no more than four students.

E. Former ELLs are being kept under the radar of the ELL team and their mainstream teacher (Bilingual teachers, TESOL/ESOL teachers, ELL Coordinator and child's classroom teacher) who are making instructional and programming adjustments as needed,

depending on the student's classroom performance. These ELLs are also placed in various programs during the day and after school

according to their academic strengths or weakness. In some instances, some former ELLs are invited and encouraged to participate

in our after school ENL/ELA programs.

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.

If a parent has filed an appeal within 45 days after initial enrollment of his/her child, causing the child's initial program placement to be changed, the school re-identification team will closely monitor the effect of the change on the child's academic progress. In other words, within 6-12 months after re-identification has been established, re-identified students are going to be kept under the school AIS and Inquiry team's radar to revise and to analyze their academic progress periodically. If the school learns that the re-identification process is adversely affecting the student's academic progress, his/her academic intervention services will be intensified and both teams and the principal (AIS and Inquiry team, comprised of at least one qualified staff member) will meet with the parent to help them understand that if, in spite of AIS services, the student continues struggling academically, a reversal of the re-identification process may take effect. Re-identified students will also be invited to attend targeted academic after school programs and Saturday academies. The qualified staff members that will be involved in the re-identification process include: our school ENL teachers (Migulina Suriel and Liz Garcia) and the school ELL Coordinator, Mr. Isidro Sanchez.

If during that same period of time (6-12 months) the principal makes a final determination of reversing ELL status based on recommendation of qualified personnel, the parent/guardian and the superintendent or designee will be consulted. A final decision

notification will be sent in writing to the parent or guardian within 10 school calendar days.

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?

Some of the instructional strategies used by teachers of ELL-SWDs include: modeling, using listening centers and books on tape, providing students with sentence stems and models for writing, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general education classroom but they modify the activities according to the functioning level of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary.

Chart

For students reading far below grade level, phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids and manipulatives. The use of technology for classroom instruction is another way our school supports all ELLs, but ELL-SWDs in particular. Every ELL student in our school has been assigned a Raz-Kids account with his/her own password to login. The student's teacher assigns reading books on topics that support the literacy and academic content curriculums at their current reading levels. In addition, every ELL classroom has been equipped with a Smart Board that teachers use to develop interactive and visually accessible lessons. To ensure that ELL-SWDs receive all services mandated in their IEPs, there is a service calendar that is updated daily through SESIS. Our service providers also sign a Provider-Sign In-Out Sheet for school records

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?

ELL-SWDs spend time with non-disabled peers during ESL instruction. Students are grouped according to level of English proficiency, so groups of mixed abilities from general education and from special education programs work together to complete school projects. We have ELL-SWDs in Integrated Co-Teaching classes where 60% of the students are general education students and 40% of the students have an IEP that calls for team teaching. Some of our IEP students are mainstreaming in general education classes for the subject areas of ELA and Math. ELL-SWDs also spend time with non-disabled peers during physical education, lunch, and when participating in our afterschool programs and activities. Our school encourages teachers to meet with their colleagues to plan educational activities that will benefit ELL SWDs. A block common prep has been built in the teachers' program so they can meet as grade teams. A common prep has been built in the program for Special Education Department to hold meetings. This planning meeting time was also arranged for the ELL Department throughout the school year. An after school ESL program is established to provide extra support beyond the classroom with emphasis on state test practice in both ELA and the NYSESLAT to which ELL-SWDs students are invited to participate with ELLs in the general education program.

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

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

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

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



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

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

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

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

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

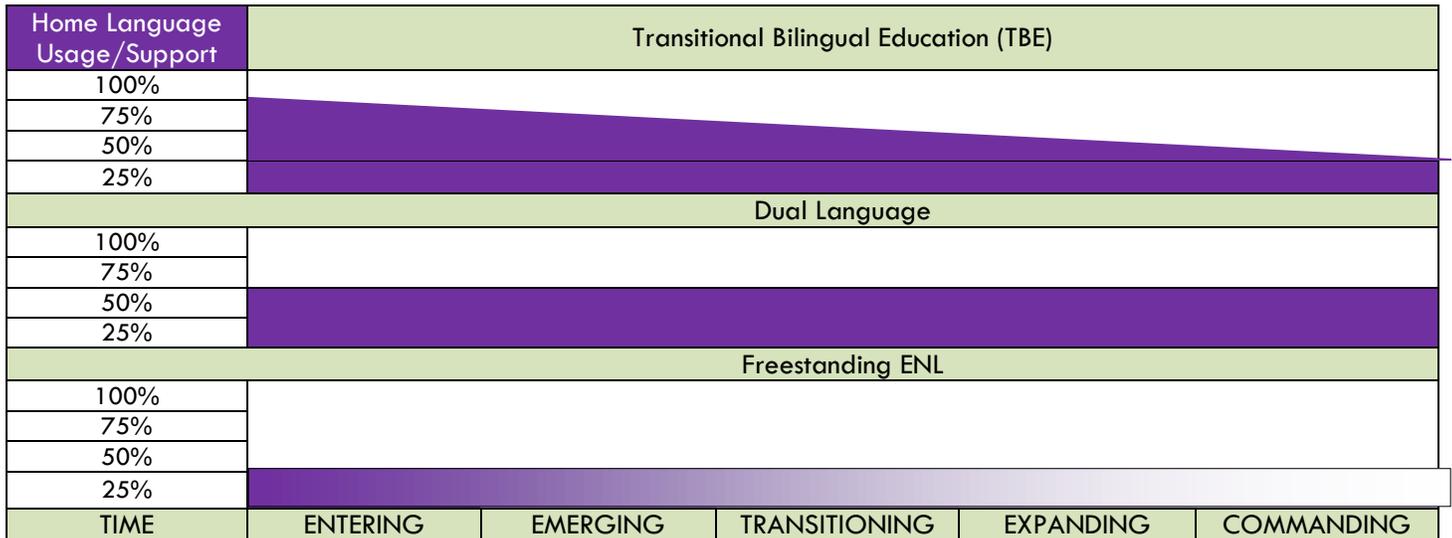


*Note: “other approved services” does not apply to New York City at this time.

Chart
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. ELLs identified at risk work with an assigned RTI teacher in a supplemental morning block. Some of targeted intervention programs for ELLs in ELA, math and other content areas are as follow:
- Individualized and small group instruction based on specific needs in ELA, Mathematics and all subject areas, as needed, provided by the school RTI team during the school day.
 - Small group instruction in NLA and Spanish Math provided by a Bilingual certified teacher during the school day.
 - An ELLs after school program that focuses on strengthening ELL students' knowledge and content-related language in ELA, Science, math and Social Studies. The students' native language is used to clarify concepts/ideas, as needed, during small group instruction and in the classroom if necessary.
 - Small group instruction based on specific needs in ENL provided by the school ESL and Bilingual teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide Language Allocation Policy for ELLs and to assess how such a policy is helping to promote the implementation of differentiated instruction throughout the grades. In addition, during the first two weeks of the current school year, the ELL Team must analyze the current year NYSITELL and NYSESLAT scores and F & P levels to evaluate ELLs. First, the Team determines how ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of transitioning ELLs in second grade....). Next, as a grade, the Team re-group students according to the specific NYSESLAT skill(s) they came up lacking by analyzing the NYSESLAT modalities report. A similar analysis is conducted with the Fountas and Pinell Running Record after each assessment phase has been concluded. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during the first month of schooling and throughout the school year, the ELL team analyses other students' data such as math and native language performance to identify ELLs at risk. This ongoing analyses allow the team to make programming adjustments, as needed, with those ELLs who have exited the at risk services and to bring in those who are regreeding.
12. What new programs or improvements will be considered for the upcoming school year?
- Starting this year and continuing for the upcoming school year 2015-2016, The Walton Avenue School is seeking to improve our services for ELLs. Our plan is to increase the time students spent on independent reading in school and at home. The school will be expanding students' participation in computer programs as Raz_Kids/Reading A-Z. We also want to strengthen the writing skills of our ELL students by providing modeling and teaching students about the CCLS writing standards, focusing on most genres of writing.
13. What programs/services for ELLs will be discontinued and why?
- At this time The Walton Avenue School has planned to discontinue our Everyday Math program to adapt Invision as our schoolwide math program for both the Transitional Bilingual and the Monolingual Programs. However, Invision materials will be utilized by the Math Planning Curriculum Team as resources to plan Math units of study that meet the needs of our student population aligned to school culture.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At the Walton Avenue School ELLs are afforded equal access to all school programs. Our classes of ELLs are equally scheduled to participate in all of PS 294x special programs as music, swimming, science and arts classes. Similarly, expanding and commanding ELLs participate in after school and Saturday academic programs parallel to the ones designed for our monolingual population, with the exception that ELL programs are taught by TESOL certified teachers and/or teachers with a Bilingual Extension. English Language Learners also participate in the learning of the same curriculum units of study as our monolingual students do, with exception that the ELL curriculum planning team makes the necessary instructional adjustments to make input comprehensible to our ELLs. As in previous years, this school year PS 294x will provide Entering, Emerging and Transitional ELLs with another after school program that will begin in January 2016 and will end in May of 2016. Participant ELLs in this program will focus on strengthening their reading, writing, and math skills. In addition, PS 294x ELLs are encouraged and invited to participate in other after school programs sponsored by New Settlement After in School.
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.
- To support ELLs, the school employs a variety of instructional materials. To develop english proficiency, grades K-4 are equipped with Spotlight on English by Santillana, a thematic unit ESL program that combines guided reading and phonics to provide the language literacy and content instruction necessary to launch ELLs into academic success. Similarly, every ELL classroom has been equipped with a modern Smartboard and an attached overhead projector, a MacBook Air Lap-top programmed to be smartboard compatible, a brand new listening center and four Microsoft compatible Lap-tops for students' to do research.

To continue developing and maintaining students native language and cultural values, ELL classes have been provided with Spanish

authentic libraries published by Benchmark Education.

Furthermore, all of our classes in the Transitional Bilingual Program have received all Core Curriculum and content area materials in both languages (English and Spanish) to make possible the different daily minutes of language allotments instructional time mandated by New York State Education Department, depending on ELLs level of proficiency in English.

English Language Learners also use technology to further re-enforce classroom concepts using web-based programs as StudyZone, Starfall, Razkids and Cool Math. ELL teachers use this latest technology to supplement unit concepts included in our ESL program- Spotlight on English and to re-enforce unit related vocabulary through the use of visuals and interactive activities.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The Transitional Bilingual classes have a built-in 45 minutes daily block devoted to native language instruction where all ELLs are participants regardless of their proficiency level in English. Furthermore, throughout the school day, content area subjects are taught to ELLs in the native language according to their respective number of minutes mandated by the state based on their English proficiency level. At any given point during the instructional day, however, any ELLs who ask to get clarification in their language about a concept or skill taught, we do so as a mean of scaffolding.

Within our ENL program, ELLs native language support is only delivered when students request that type of scaffold. Mainstream teachers, who have ELLs sitting in their classrooms, have been made aware that ELL students can get clarification of contents, concepts or skills in their native language, if needed, and the step to take if they feel it will benefit their ELLs. In addition, our school has Spanish speaking Language Paraprofessionals within our ENL Program servicing and providing language support for our I.E.P ELLs.

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

Materials used for instruction, services support, resources and special Community Based Organizations programs are adequately planned to meet grade level and age appropriate criteria. In addition, our services, resources, and materials used are aligned to the New York State Common Core Learning Standards and are correlated to meet Part 154.2 (K-8) mandates. All of our TESOL licensed ENL and TBE extension teachers are encouraged to use the students' native language whenever possible to clarify concepts taught to those students who may need the home language support.

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).

Before the beginning of the school year, the school scheduled parents and children of newly enrolled ELLs to come to school to meet the school Principal and ELL staff members including the Parent Coordinator. At that meeting parents were informed about the support the team will be providing to them and their children throughout the school year. Parents were also provided with the name and contact information of key ELL personnel to discuss their child's ELL related issues. Parents were given a tour around the building and were asked to give as much academic and social developmental information about their child as possible.

Subsequently, the children were administered the NYSITELL and the Spanish LAB. Once the NYSITELL scores get scanned and the results are obtained, parents are sent either the entitlement or non-entitlement letter. Those parents of entitled ELLs are invited to orientation meetings, where they select a program for their children after receiving program related materials and watch the parent video.

In September and throughout the school year, we also conduct other Parent Orientation meetings targeting parents of newly enrolled English Language Learners and those who did not show up during the first rounds of orientation in spite of multiple attempts from the school. Before students begin school, we give them a tour of our building and introduced them to their teacher and available staff members.

The first ENL unit of study for our incoming Kindergartners and newcomer English Language Learners is titled "All About School".

19. What language electives are offered to ELLs?

Language electives are not part of our early childhood program.

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)?

PS 294X does not offer a Dual Language Program.

B. Professional Development and Support for School Staff

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

The overall schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL Coordinator, TBE and TESOL licensed teachers conduct professional developments during Common Preps for all teachers and paraprofessionals on topics related to applying best practice strategies to serve English Language Learners enrolled in monolingual and Biligual. In addition, the school schedule has a built-in time for ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals, or a member of ELL the team to turn key on previously attended professional developments. Our school is carefully planning a yearly schedule to facilitate that our Transitional Bilingual and ENL teachers attend at least 50% of total hours PD to ELL-specific professional developments, as mandated by CR Part 154. As our ELL team's expertise grows, PS 294x has planned to use their expertise to provide the state required 15% professional development for all teachers on ELL-specific topics. Some of the topics included in our school calendar of PD dates are:

 - 1) Collecting Measurable Data to determine the Success of an ELL Program (September 2015)
 - 2) Available Resources and Support for ELLs and Non-ELL Educators (October 2015)
 - 3) Is it language or is it cognitive-LPT Process? (November 2015)
 - 4) Who is an English Language Learner? How is his/her academic success measured in a TBE and in an ENL Program? (Dec. 2015)
 - 5) Program Choices Offered to ELL Students by the NYC Dept. of Education (January 2016)
 - 6) Understanding the Real Needs of ELLs: Beyond Lesson Planning; Beyond Delivery (February 2016)
 - 7) Differentiated & Scattfolded Strategies for ELLs in Monolingual Classes by Non-ELL Teachers (March 2016)
 - 8) Academic Work Teachers Can Expect from ELLs Based Language Proficiency Level (April 2016)
 - 9) Identifying Relevant and Interactive Materials to teach ELLs (May 2016)
 - 10) What are the Language Allocation Policy; Language Interpretation Plan and Title III Plan? (June 2016)

It is our school common practice that an assigned ELL team representative attends grade meetings to share ELL best practices with mainstream teachers. An ELL team representative also meets with other school personnel such as Psychologists, Speech Therapist, Guidance Counselors and the School Leadership Team, as needed, to make sure ELL related issues and practices are being met. In addition, the school ELL Coordinator offers ELL trainings to grade Leader Teachers during their weekly 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?

It is our school common practice that an assigned ELL team representative attends grade meetings to share ELL best practices with mainstream monolingual teachers. An ELL team representative also meets with other school personnel such as Psychologists, Speech Therapist, Guidance Counselors and the School Leadership Team, as needed, to make sure ELL related issues and practices are being met. In addition, the school ELL Coordinator offers ELL trainings to grade Leader Teachers during their weekly meeting. The professional development our teachers receive support them in delivering Common Core-aligned instruction. For instance, our teachers receive professional development on topics as: Formulating higher order questions thinking and questions (teachers and students); Implementing meaningful/colloborative discussions in the classroom; How to develop performance tasks aligned to Common Core State Standards. Specific PD was provided on how to implement the DOE-endorsed CCLS aligned curriculum, ReadyGen and Go Math. The instructional coach models lessons, co-plans, and co-teaches with teachers struggling to implement the curriculum. The DOE provides training off-site throughout the year that teachers are welcome to attend. On Thursdays during 37.5 minutes, teachers participate in student inquiry teams where they look at student work in relation to CCLS and adjust instruction to reflect gaps in students achievement.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Starting school year 2016-2017, the staff of PS 294 will be ready to provide assistance to ELLs as they transition from elementary to middle school. Our Parent Coordinator, ELL Coordinator, ELL teachers, Guidance Counselor and/or the Administrative Team will arrange visits to diverse middle schools, including charter schools, to bring information back to our school to be shared with the fourth and fifth grade students and parents. After the information has been shared and our students and parents have expressed their respective interests about their schools of preference, we will proceed to facilitate arranging parents/students visits (accompanied by members of our staff) to discuss the school further with middle school personnel and/or administrative teams. We will also make possible for our ELL students, parents and school staff to participate in middle school fairs where more specific questions and concerns can be answered for them. A contact person will be on school site exclusively assigned to assist ELL students and parents complete all related middle school applications and other paper work. This person will be a direct contact to ELL students and parents and will serve as a link between the parents and the middle school, facilitating an ongoing connection and a smooth transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

Our school is carefully planning a yearly schedule to facilitate that our Transitional Bilingual and ENL/ESL teachers attend at least 50% of total hours PD to ELL-specific professional developments, as mandated by CR Part 154.2. This team of professionals will attend professional developments offers by the DELLS Office. As our ELL team's expertise grows, PS 294x has planned to use their expertise to provide the state required 15% professional development for all teachers on ELL-specific topics. Agendas, minutes and distributed materials are maintained in the Principal's binder in the main office as records. In addition, records are also kept in the ELL Coordinator's Office for review.

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?

Aside from these parents orientation sessions, our parents are given multiple opportunities throughout the school year to participate in informal meetings denominated "Coffee with the Principal" where he and his Support Team informally converse with parents about their opinions, feelings, concerns and ideas for improvement regarding the school. In addition, parents questions are answered by a staff member who has expertise in the field asked.

Furthermore, later in the year our school will offer parents of English Language Learners an opportunity to take English as a Second Language classes once a week for two hours in our building. This is an attempt to have parents of ELLs be better equipped to support their children at home with their English homework assignments.

Community engagement events are also being held at our school throughout the year. Some of those events include open houses for parents, ELL Fun Fridays, Coffee with the Principal, meet-the-teacher sessions, parent orientation sessions, curriculum rounds with parents, and Q&A sessions. At each of these events, bilingual teachers and translators have been available to speak specifically to the TBE and ENL program. A comprehensive brochure was distributed in multiple outlets within the community that highlight every aspect of the school, including the TBE program. An open house night exclusively for students entering the TBE program. During open house night, we modeled instruction for parents and explained how instruction is being divided between English and Spanish.

The Walton Avenue School also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. The Walton School posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed. Our parents needs were evaluated as follow:

- Our Parent Coordinator reviewed Parents Meetings and Conferences Records and Agendas
 - The Parent Coordinator and Administration analyzed Previous Years Students' Cumulative Files
 - We referred to the Demography Section of the School CEP and The NYC Department of Education School Report Card
 - The Coordinator and the Parent Coordinator reviewed Home Language Survey Forms
 - The Administration consulted with Previous years' Bilingual Teachers, ESL teachers, Mainstream Teachers, Special Education Teachers, Parents and the longevity personnel.
- Parent Coordinator and Bilingual staff conducted Parent Meetings/Workshops and assessed Languages Spoken by attendees.
 - Parent Coordinator conducted informal language surveys during 'Parent/Teacher Conferences' and during school open house days.
 - Office personnel kept a log of parent incoming phone calls to the various school administrative offices needing translation assistance.
- * A high percentage of our school parent population speaks Spanish as their primary language.
 - Many parents were calling the school's administrative offices requesting oral interpretation and traslation assistance.
 - Many Mainstream Teachers, ESL Teachers and Special Education Teachers often relied on bilingual colleagues or friends for written translations and oral interpretation.
- The demographic session of the CEP revealed that the number of ELL students being enrolled in our school has been increasing steadily.
 - * At the Parent/Teacher Open House Conferences many parents expressed the need for receiving written communications translated in the Spanish Language
- The number of Spanish speaking parents attending the school meetings has increased.
 - Spanish Speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school related data pertaining to the academic growth of their children.

- Previous years' CEPs from the fading out school reveal that Spanish is the most commonly used language in the community other than English.
- The need for oral interpretation is evident during Parent/Teacher Conferences and School Open House days.
- Parents expressed their needs for receiving translation in Spanish at meetings held by PTA and Related Services Personnel
- A high percentage of our school population speaks Spanish as the primary Language

Below is a list of our translation services provided based on our parents needs assessment findings:

- Translate all written communications that are sent to parents by PTA, general office, SBST Office, AIS Committee, ELL Department...
 - Provide translation for all NCLB and CR Part 154 mandated communication not available in Spanish online.
 - Translate school information related to Extended Day Programs being offered, as well as other academic programs taking place within the school.
 - * Facilitate written translation to inform parents about school activities designed specially for them.
 - Provide translated information about students' academic performance and approaches for improvement.
 - Avail translated materials explaining ways parents can access online students' and school data.
-
- The school ELL Coordinator and Bilingual Personnel support PTA and the community of parents to provide oral translation at every meeting/workshop held at our school.
 - Oral translation/interpretation Services are available, as needed, during Parent/Teacher Conferences and Open House Days.
 - Oral translation/interpretation is provided at every Parent-Staff Member or Administration meeting by having a translator physically present at the meeting or by providing parents with contact to the New York City Department of Education Translation and Interpretation Unit.
 - Over the phone translation/interpretation is available to parents, as needed.
 - Available translation at registration and during parent conferencing regarding student conduct safely and discipline.
 - A Spanish/English speaking translator is always available at the school general administrative office to provide language assistance services.

The school ELL Coordinator and our office staff maintain communication with parents via letters, flyers, phone calls, and in person. This school personnel provides workshops for parents throughout the school year. Throughout the school year, the team works closely with the ELL Coordinator to provide Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA and the School Leadership Team. Based on parents response, our school designs parent involvement programs that meet the needs of the majority of the parents. PLEASE SEE RESPONSE THE QUESTION THAT FOLLOWS AT THE END OF THIS DOCUMENT.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. nOur parents are given multiple oportunities throughout the school year to participate in informal meetings denominated "Coffee Friday with the Principal" where he and his Support Team informally converse with parents about their opinions, feelings, concerns and ideas for improvement regarding the school. In addition, parents' questions are answered by a staff member who has expertise in the field asked. At this meeting, the Parent Coordinator discusses the school calendar and upcoming parents and students' events for the month. The Parent Coordinator also offers opportunities to parents to schedule face to face meetings, as needed, to dicuss any concerns parents may have. Also, she sends a monthly newsletter to parents, pastes flyers depicting parents' information and contacts parents via the school messaging system to remind them of school-related events.

Furthermore, during the year our school offers parents of English Language Learners an opportunity to take English as a Second Language and computer classes once a week for two hours in our building. This is an attempt to have parents of ELLs be better equipped to support their children at home with their English homework assignments.

Community engagement events are also being held at our school throughout the year. Some of those events include open houses for parents, ELL Fun Fridays, meet-the-teacher sessions, parent orientation sessions and curriculum rounds with parents. At each of these events, bilingual teachers and translators have been available to speak specifically to the TBE and ENL program. A comprehensive

brochure was distributed in multiple outlets within the community that highlight every aspect of the school, including the TBE program. An open house night exclusively for students entering the TBE program. During open house night, we modeled instruction for parents and explained how instruction is being divided between English and Spanish. For every school event, the Principal, Assistance Principal and Parent Coordinator put into place protocols to facilitate translation services by assigning members of the school personnel to serve as language resources for the multiple languages represented in the community of parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Among one of those affiliated agencies is Montefiore Hospital which facilitates parent orientations and trainings on health and medical conditions related issues. Another partner agency is New Settlement After School Program which offers after school activities including homework help, sports, enrichment and other academic support in the areas of mathematics and English Language Arts and ENL for new commers. Recently the school has also affiliated with Asphalt Green which conducts during the day swimming lessons for some of our first and second grade classes. At every event related to informing parents about community services and events, the Principal, Assistance Principal and Parent Coordinator put into place protocols to facilitate translation services by assigning members of the school personnel to serve as language resources for the multiple languages represented in the community of parents.
5. How do you evaluate the needs of the parents?
Our parents needs were evaluated as follow:
- Our Parent Coordinator reviewed Parents Meetings and Conferences Records and Agendas
 - The ELL Coordinator analyzed current Year reports as UPPG to determine parents' language of preference.
 - We referred to the Demography Section of the School CEP and The NYC Department of Education School Report Card
 - The Coordinator and the Parent Coordinator reviewed Home Language Survey Forms
 - The Administration consulted with Previous years' Bilingual Teachers, ESL teachers, Mainstream Teachers, Special Education Teachers, Parents and the longevity personnel.
 - Parent Coordinator and Bilingual staff conducted Parent Meetings/Workshops and assessed Languages Spoken by attendees.
 - Parent Coordinator conducted informal language surveys during 'Parent/Teacher Conferences' and during school opened house day.
 - * A high percentage of our school parent population speaks Spanish as their primary language.
 - Many parents were calling the school's administrative offices requesting oral interpretation and traslation assistance.
 - Many Mainstream Teachers, ESL Teachers and Special Education Teachers often relied on bilingual colleagues or friends for written translations and oral interpretation.
 - The demographic session of the CEP revealed that the number of ELL students being enrolled in our school has been increasing steadily.
 - * At the Parent/Teacher Open House Conferences many parents expressed the need for receiving written communications translated in the Spanish Language.
6. How do your parental involvement activities address the needs of the parents?
As a result of the evaluation of the needs of parents, our school took the following actions to address and meet those needs:
- Translates all written communications that are sent to parents by PTA, general office, SBST Office, AIS Committee, ELL Department...
 - Provides translation for all NCLB and CR Part 154 mandated communication not available in Spanish online.
 - Translates school information related to Extended Day Programs being offered, as well as other academic programs taking place within the school.
 - * Facilitates written translation to inform parents about school activities designed specially for them.
 - Provides translated information about students' academic performance and approaches for improvement.
 - Avails translated materials explaining ways parents can access online students' and school data.
 - The school ELL Coordinator and Bilingual Personnel support PTA and the community of parents to provide oral translation at every meeting/workshop held at our school.
 - Oral translation/interpretation Services are available, as needed, during Parent/Teacher Conferences and Open House Days.
 - Oral translation/interpretation is provided at every Parent-Staff Member or Administration meeting by having a translator physically present at the meeting.
 - Over the phone translation/interpretation is available to parents, as needed.
 - Available translation at registration and during parent conferencing regarding student conduct safely and discipline.

- A Spanish/Arabic/English speaking translators are always available at the school general administrative office to provide language assistance services.

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.

PARENTAL INVOLVEMENT: Part C (Question #2)

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.

At PS 294x ELL parents' needs and concerns are accommodated to the best of our school personnel abilities. One to one meetings are scheduled with the Principal, Assistance Principal, Parent Coordinator, ELL Team Personnel or a combination of two or more of the mentioned school personnel to accommodate each ELL parent individual needs. Parent outreach takes different forms at PS 294x. Parents are reached via phone calls, school letters, in person meetings, via the Automatic Voice System, etc. For every meeting held, the person in charged of conducting such a meeting, maintains a log, a signing sheet, and notes taken from the meeting. Some of the meetings are scheduled following parents' suggested best time to meet. This is the case, for example, of the ELL Parent Orientation Meetings, where parents must complete the Parent Selection and Program Placement Form. This particular parental need has been successfully accommodated in our school, where about 99% of the school parental choices have been honored.

School Name: THE

School DBN: 09

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)
Daniel Russo	Principal		10/15/15
Nicole Perkins	Assistant Principal		10/15/15
Delis DeLeon	Parent Coordinator		10/15/15
Miguelina Suriel	ENL/Bilingual Teacher		10/15/15
	Parent		
Vellanire Barran	Teacher/Subject Area		10/15/15
Liz Garcia-ENL Teacher	Teacher/Subject Area		10/15/15
Isidro Sanchez	Coach		10/15/15
Shannon Nilan	Coach		10/15/15
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09/BX** School Name: **294X**
Superintendent: **Leticia Rodrigu**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) 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.

Assessment

- The school Parent Coordinator (Delis DeLeon) reviewed Parent Meetings and Conference Records and Agendas
- * Mr. Sanchez, ELL Coordinantor, and Miguelina Suriel, ESL Teacher, reviewed Part III of the Home Language Identification Survey to determine parents' language of preference both oral and written.
- The School Leadership Team referred to the Demographics Section of the School CEP
- The School ESL teacher, Miguelina Suriel and Mr. Sanchez analyzed ATS Adult Preferred Language Report (RAPL), BNDC and ELPC reports.
- *Members of the ELL Team consulted previous years' Bilingual Teachers, ESL teachers, Mainstream Teachers, Special Education Teachers, Parents and the longevity personnel to report findings at their ELL common meeting time.
- Mr. Russo, Ms. DeLeon and Mr. Sanchez participated in Parent Meetings/Workshops and assessed Languages Spoken by Attendees.
- Mr. Russo and Mr. Sanchez conducted informal language surveys during 'Parent/Teacher Conferences', School Open House Days and during ELL Parent Orientation Meetings.
- *Parents' home language was determined through a series of steps including parent intake interviews with each family, reviewing of Home Language Surveys, interviews with Parent Coordinator, review of ATS language code. The bilingual coordinator maintains a file of all ELL students and, with the help of the Parent Coordinator, they indicate whether the parents are English speaking, or speakers of other languages. In the event that a parent meeting is required, this file is reviewed and appropriate translation is provided. This system is further supported by the review of blue emergency cards, which indicate the language of preference for parent contact. The school employs staff members fluent in the following languages: Spanish, Arabic, Hindi, French, and Patwa. Prior to arranging translation through the Interpretation Unit in Queens, the school explores the option of programming a staff member to provide translation services in-house. Most parent workshops require an RSVP, and the parent

coordinator will cluster parents by native language, and provide a staff member fluent in their language to provide simultaneous translation for parents. The translator moves with the cohort of parents throughout the workshop. This section provides an assessment of the number of participating parents, languages they speak, and whether they require written translation and/or oral interpretation.

At initial School Leadership Team meetings, the principal shares the results indicated above. The Parent Association President and the parent coordinator review these results and use them for planning purposes of parent outreach events. The bilingual coordinator prints out the RAPL report indicating parents' language of preference and places a copy box in every staff member's mailbox. which serves as a shared platform that can be used in our school community to disseminate information. The staff is aware that it is their responsibility to review all documents shared in their mailbox.

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.

Out of the school population of 337 students, about 205 families speak a language other than English with Spanish being the most common language within the community. Languages other than English spoken in the community in descending order are Spanish, Arabic, French, Haitian, Bangali, Mandinka and Philippines. All fliers and notices are distributed in both Spanish and English since more than half of our parents of ELLs speak Spanish. Many of our correspondences are also sent in Arabic since we've hired an Arabic Paraprofessional to connect with Arabic families. To accommodate parents who speak the other languages, there is a staff member on our team who can speak French and Creole.

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.)

*Mr. Sanchez and other members of the ELL Team translate all written communications that are sent to parents by PTA, general office, SBST Office, AIS Committee, ELL Department when the need arises.

*Mr. Sanchez and Ms. Suriel provide a translated version of all NCLB and CR Part 154 mandated communication available in Spanish and other languages online before and during Parent Orientations.

*Mr. Sanchez and other members of the ELL Team translate school information related to Extended Day Programs being offered, as well as other academic programs taking place within the school .

*PS 294x annual parent handbooks, monthly principal newsletters and montly calendars are always

translated before being disseminated.

- Main office staff and member of the ELL team facilitate written translation to inform parents about school activities exclusively designed for them, as ELL Fun Fridays, Coffee Fridays with the Principal and Cultural Celebration events, which take place every first and second Friday of every month.
- * Mr. Sanchez and Ms. Suriel printed and distributed all available written communication provided by the DOE pertaining to ELL Parent Orientation Sessions in the languages they understood, including low incidence languages to provide at every Orientation Meeting.
- Bilingual personnel provides translated information about students' academic performance and approach for improvement.
- PS 294 ELL Team translated materials explaining ways parents can access online students' and school data (sent home in August).
- * The school hired an Arabic speaking Paraprofessional to serve as the link between the growing Arabic community and our school through facilitating written translation when the need arises.
- * During ELL Curriculum Days and Nights, parents are provided with translated materials relating to overview of student curriculum.
- * At parent teacher conferences the school administration develops a plan of assigning personnel on every floor to facilitate translation services as needed.
- * In June, documents related to promotional decisions are downloaded from the Principal's Portal in all relevant languages and distributed as needed.

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.

PS 294x staff understands the positive academic, emotional and social impact of engaging parents in their children's education. In addition to traditional face-to-face meetings with parents, parent-teacher conferences in mid November/March and Curriculum Days and Nights at the beginning of September, various school teams are proactively involved in providing multiple opportunities for parents to become engaged. Our school holds face-to-face interactions during Tuesdays Parental Engagement Time, which takes place every Tuesday from 2:20 to 3:10pm. Similarly, our parents are engaged in face-to-face discussions during ELL Parent Fun Fridays and during Parent Curriculum Rounds that take place the second and third Friday of every month, respectively. School administrators are present at morning line-up and afternoon dismissal daily, with translation staff to accommodate questions and concerns from parents as they arise.

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.

*Mr. Sanchez and other members of the ELL Team translate all written communications that are sent to parents by PTA, general office,

SBST Office, AIS Committee, ELL Department when the need arises.

*Mr. Sanchez and Ms. Suriel provide translation of all NCLB and CR Part 154 mandated communication available in Spanish and other languages online before and during Parent Orientations.

*Mr. Sanchez and other members of the ELL Team translate school information related to Extended Day Programs being offered, as well as other academic programs taking place within the school .

*PS 294x annual parent handbooks, monthly principal newsletters and monthly calendars are always translated before being disseminated.

• Main office staff and member of the ELL team facilitate written translation to inform parents about school activities exclusively designed for them, as ELL Fun Fridays, Coffee Fridays with the Principal and Cultural Celebration events, which take place every first and second Fridays of every month.

* Mr. Sanchez and Ms. Suriel printed and distributed all available written communication provided by the DOE pertaining to ELL Parent

Orientation Sessions in the languages they understood, including low incidence languages to provide at every Orientation Meeting.

• Bilingual personnel provides translated information about students' academic performance and approach for improvement.

• PS 294 ELL Team translated materials explaining ways parents can access online students' and school data (sent home in August).

* The school hired an Arabic speaking Paraprofessional to serve as the link between the up-growing Arabic community and our school through facilitating written translation when the need arises.

* During ELL Curriculum Days and Nights, parents are provided with translated materials relating to overview of student curriculum.

*At parent teacher conferences the school administration develops a plan of assigning personnel on every floor to facilitate translation services as needed.

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.

• The school ELL Coordinator, Mr. Sanchez and Bilingual Personnel will support PTA and the community of parents to provide oral translation at every meeting/workshop held at our school.

* Oral translation/interpretation services will be available, as needed, during Parent/Teacher Conferences, Open House Curriculum Days and Parent Instructional Academic Rounds provided by in-house staff members who speak the languages represented.

• Oral translation/interpretation will be provided at every Parent-Staff or Administration meeting by having a translator physically present at the meeting.

The school collaborates with the local CBO, New Settlement, to borrow translation headsets for large-group school functions.

• Over the phone translation/interpretation will be available to parents, as needed.

• There is available translation during registration and parent conferencing regarding student conduct, safety and discipline.

• A Spanish/English speaking translator will always be available at the school general administrative office to provide language assistance services.

* All members of PS 294 ELL Team participated in the ELL Parent Orientation Sessions to share the video and oral translation in the languages needed, including low incidence languages as Arabic, Bangali and French.

* The school hired an Arabic speaking Paraprofessional to serve as the link between the up-growing Arabic community and our school

through facilitating oral translation.

Part D: Training Staff on Policies and Procedures

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

As part of PS 294x initiative to meet the state compliance of 15% of all Professional Developments for all staff to be ELL Specific PDs, our school will show the LAC Training Video to the entire staff and will disseminate the Language Identification Guide, T & I Information Brochure and Language Palm Card. In addition, the disseminated information listed above will also be posted in the Main Office Entrance next to the Multilingual Welcome Poster to serve as a reminder to the staff. A follow up staff meeting will consist of exploring the translated documents available in the Foreign Language Website and DOE Intranet page, as well as those offered by the Translation & Interpretation Units and its over the phone interpretation services.

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

PS 294x will continue providing and advertising appropriate translation and interpretation services as mandated per Section VII of Chancellor's Regulation A-663. Parents will be reminded periodically of translation and interpretation services available within the school and via the Translation & Interpretation Unit. The reminder will be done through Principal's Newsletters, via the PA system and at Parent Events of all nature.

The school has identified competent in-house language translators/interpreters for most of the diverse languages represented in our parent community. These translators/interpreters will be translating parent communication documents of high importance relating to student curriculum overview, after school program letters, principal newsletters, school calendar activities, annual parent handbooks, etc. During Parent-Teacher conferences, curriculum related events and other face-to-face meetings, these interpreters are going to be freed up from other school responsibilities to be available for interpretation services, as needed, in the different languages.

The Welcome Language Poster has already been made available to parents in the main office; as it is the Parent's Bill of Rights and the Parents' Guide to Language Access. Copies of the Language ID Guide were sent to parents and additional copies were placed in the main office counter, which parents have been taking. As a next step, a Language ID Guide and Language ID Poster will be placed at the security desk.

Part F: Monitoring and Quality Control

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

Our school Parent Coordinator and the Office of Parent Teacher Association keep a Parent Suggestion Box where parents drop suggestions of a surveyed area the school would like to improve, or any other suggestions they may have. The box will travel to Parent meetings to collect surveys about the quality and availability of services in our school, including translation & interpretation services. As in other instances, parents will be encouraged to suggest ways our school can improve translation and interpretation services already being offered. Furthermore, PS 294x Parent-Teacher Association is a very active team that conducts informal surveys at virtually every meeting held to monitor the quality of offered services.