

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X315**

School Name: **P.S. 315 LAB SCHOOL**

Principal: **GABY FLORES**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 315X School Number (DBN): 10X315
Grades Served: K-8
School Address: 2246 Jerome Avenue, Bronx, NY 10453
Phone Number: 7185847441 Fax: 7185847433
School Contact Person: Gaby Flores Email Address: GFlores22@schools.nyc.gov
Principal: Gaby Flores
UFT Chapter Leader: Nicole Scaccio
Parents' Association President: Griselda Suriel
SLT Chairperson: Kim Cruz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Evelyn Rosado
Student Representative(s): Marlin Medina
Alexandra Hodge

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 7187415852 Fax: 7187417098

Borough Field Support Center (BFSC)

BFSC: _____ Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
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)
Gaby Flores	*Principal or Designee	
Nicole Scaccio	*UFT Chapter Leader or Designee	
Griselda Suriel	*PA/PTA President or Designated Co-President	
Doris Quiroz	DC 37 Representative (staff), if applicable	
Evelyn Rosado	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Marlin Medina	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alexandra Hodge	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ruth Duran Chea	Member/ Teacher	
Lorraine Pitteruff	Member/ Teacher	
Dilena Cruz	Member/ Parent	
Johnny Diaz	Member/ Parent	
America Espinal	Member/ Parent	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school Community strives to nurture students' academic and social emotional development through rigorous instruction and ongoing support of students and family needs. The following is our School's Mission Statement: P.S. 315 is a safe learning environment, where parents, staff, administration and the community at large collaborate to foster high expectations. As a team we support our general education students, students with special needs, as well as our English language learners, to move them towards success. Through the use of technology, proven strategies, and enrichment activities we will engage students and give them a clear sense of purpose. We strive to produce well-developed individuals by promoting college and career readiness in all grades. Our school vision states that, the vision of the Lab School is to provide children and families with a nurturing educational environment of excellence in critical thinking, exploration, and experimentation.

We enter into strategic collaborations/partnerships and/or special initiatives to supplement our academic program and enhance the school experience for every student. The following programs and activities are some of the collaborations that we have in our school community. These programs and activities include but are not limited to the following:

- ☑ Monthly celebration assemblies identify and recognize students
- ☑ Ballet tech
- ☑ Digital Learning for ESL students
- ☑ Urban Advantage School trips and teacher professional development
- ☑ Cultural Arts Show
- ☑ Annual Writer's Cafe Celebration
- ☑ Annual Reading and Mathematics Cafe Celebrations
- ☑ Poetry Slam Class Performances
- ☑ Respect for All/Just Be Nice Campaign
- ☑ Technology programs to support learning outcomes such as iReady

Our School Strengths include the following:

- ☑ Increased student outcomes in NYS ELA/Math CCLS aligned exams
- ☑ Committees and Vertical Teacher teams meet weekly
- ☑ Use of laptops, video conferencing, and Smart boards to enhance instruction

Our School Accomplishments include demonstrated academic growth on the 2013-2014 New York State CCLS aligned exams in ELA and Mathematics for grades 3 to 8.

The school is composed of 285 students. There are 13% students that are ELL's, 24% students have IEP's, 89% of the students receive free lunch, 80 % of the students are Hispanic, and 17% are Black. Based on our School Quality Guide the data shows that the school made a 2% increase in ELA and an 18% increase in Math as per the state test results. The school has implemented a curriculum that is aligned with the Common Core Learning Standards for grades K to 8. The teachers meet weekly and monthly to make adjustments in their curricula in order to support student progress and achievement.

In order to meet the four pillars of practice the school has three main goals which are to increase the academic rigor, use of assessments to design targeted instruction to all students, and the increase of teacher questioning and student accountable talk. The teachers meet on a weekly basis on Mondays in order to conduct teacher data inquiry where they are looking closely at student assessments based on writing and reading. Teachers also meet weekly during ELA, math, and science committees.

In order to build capacity, the school has teacher leaders and instructional coaches facilitating teacher teams. Teachers meet on a weekly basis on Mondays for 35 minutes to analyze student data, and on Tuesdays for 80 minutes to participate in professional learning conducted by the school instructional coaches, AUSSIE consultant, principal and assistant principal, and classroom teachers. Teachers are strengthening their collaboration skills as they develop action

plans together to study the student progress and achievement. For example, teachers are invited to summer and after school planning to refine curriculum so that it is aligned to the CCLS. One of our key area of focus is to deepen the teacher pedagogy so that it is aligned to the Danielson Framework.

The school has developed a website and incorporates the use of Engrade so that parents may access support at home so that they are aware of important curricular items taking place at school. In addition, the school parent workshops are provided by classroom teachers, the assistant principal and the school parent coordinator. The school has initiated an attendance committee, a PBIS committee, an RTI and SIT committee in order to provide a supportive learning environment for all students and parents.

10X315 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	283	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	6	# Drama
# Foreign Language	N/A	# Dance	6	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	89.9%	% Attendance Rate	93.7%	
% Free Lunch	89.1%	% Reduced Lunch	6.8%	
% Limited English Proficient	16.9%	% Students with Disabilities	23.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.9%	% Black or African American	16.5%	
% Hispanic or Latino	80.1%	% Asian or Native Hawaiian/Pacific Islander	0.4%	
% White	1.1%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.08	# 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)	0.1%	Average Teacher Absences (2013-14)	6.96	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.9%	Mathematics Performance at levels 3 & 4	36.7%	
Science Performance at levels 3 & 4 (4th Grade)	81.5%	Science Performance at levels 3 & 4 (8th Grade)	46.7%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

P.S. /M.S. 315 rigorously incorporates the Go Math curriculum for all K to 5 grade levels and we use CMP3, NY Engage for grades 6 to 8. Ready Gen Language Arts ELA curriculum in grades K to 5 and Code X in grades 6 to 8. Each program is aligned to the Common Core Standards. Our curriculums are tailored to our student’s needs. We expand our base curriculum by incorporating various outside resources such as Engage NY. We also adapt from various CCLS resources to develop coherent thematic units. Our school community aligns assessment to curricula and analyzes data from the following sources to improve the impact on student learning:

Areas of strength includes the following:

- ☑ Improved progress for New York State ELA and Math scores as well as item analysis to determine student specific strength and weakness
 - ☑ Baseline assessments that include Go Math and Fountas and Pinnell Reading Levels, Writing Baselines, NYC Written Assessments, Periodic Assessments for English Language Learners.
 - ☑ Midyear assessments that include Go Math and Fountas and Pinnell Reading Growth, Writing Midlines
 - ☑ End of the Year assessment that include Go Math and Fountas and Pinnell Reading Growth, NYC Written assessments for MOSL, Periodic Assessments for English Language Learners.
 - ☑ Ongoing checks for understanding from each curriculum area
 - ☑ Teacher designed rubrics that are aligned to CCLS are used to assess student work products
 - ☑ Teachers use formative student watching tools such as the cruising clipboard during instruction to adjust learning plans for groups and individual students who require support or enrichment
 - ☑ Go Math Share and Show in mathematics pinpoints specific learning targets during each lesson
- The priority need(s) are increasing our instructional rigor though a deeper emphasis of higher order questioning and thinking skills. We believe that having our students show evidence through targeted questioning to support their findings will address the instructional shifts. Grades 3 to 8 started implementing the Socratic Seminar Method in order to build the student discourse and increase accountable talk. There is still a need for our students to strengthen their questioning skills when reading literature or informational text. This was a need identified as a result of our Quality Review 2014. (1.2)

(1.2)

Part 2 – Annual Goal

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

By June 2016, students in grades 3 to 8 will demonstrate progress towards meeting CCLS in literacy by increasing their higher order questioning and thinking skills measured by a 2% increase on the New York State ELA test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>♣ Teachers will further implement UBD/UDL CCLS aligned units, the workshop model in ELA, guided reading practices using the Comprehension Toolkit, Reciprocal teaching, and build students' quality of writing through the writing process.</p> <p>♣ Students will be supported during writing conferences to use rubrics to set goals to improve the quality of their work. Students will use rubrics to provide peer feedback and teachers will use rubrics to provide students with actionable feedback and next steps. The objective would be to encourage student self-assessment and increase student independence in the learning process.</p> <p>♣ Teachers will continue to guide students to access complex text by implementing close reading practices.</p> <p>♣ By way of accountable talk, Socratic seminar, partnership reading, and encouraging text-based discussions, teachers will help students develop their critical thinking and analytical skills.</p>	<p>All Teachers</p>	<p>School year</p>	<p>Principal, Administration, Teachers, Coaches</p>
<p>♣ All teachers will continue to work in teacher teams collaboratively to design tasks with multiple entry points with special consideration to our ELL and Special Needs students. The ENL teacher team will support with the analysis of student work to inform instructional next steps using New Language Progressions and/or the writing continuum. In an effort to increase rigor throughout our curriculum we will continue the use of diagnostics, formative and summative assessments to provide more strategic instruction aligned to the Common Core Standards.</p>	<p>All Teachers</p>	<p>School year</p>	<p>Teachers, Coaches, Assistant Principal, Principal</p>
<p>♣ Parents will be able to support students at home with literacy and math goals through the use of two computer programs, iReady. In addition, parent workshops will be offered on the following topics: Understanding the Common Core Standards, understanding your child's reading level, utilizing the public library as a resource</p>	<p>All Teachers</p>	<p>School year</p>	<p>Curriculum Consultants, Coaches, Assistant Principal, Principal, Teachers</p>

and supporting your child in mathematics through the use of games.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The budget and resource alignment in order to address these needs will come from Title I, Fair Student Funding, and Title III funding Human Resources: (Fair Student Funding, Title I) Coaches Consultants RTI/AIS Providers Administrators Instructional Resources Fair student funding (Fair Student Funding, Title I) Fountas and Pinell Foundations Math Exemplars ReadyGen iReady Go Math CMP3 EngageNY Scheduling Title 1 Vertical Grade Teams ELA and Math Committees Tuesday Professional Development Day Mondays Inquiry Team Work

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	X	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.
<ol style="list-style-type: none"> Teachers in grades K - 8 will administer Fountas and Pinell, NYC Written three times a year (Fall, Winter, & Spring), track student progress on their mastery of the CCLS addressed in each unit. Based on the data teachers will develop rubrics/criteria across the grades (K- 8) that evaluate the 7 writing traits in order to assess the – Focus, Development, Reading, Organization, and Conventions of the writing piece. Rubrics will be developed in order to support students understanding of how to use criteria checklists/rubrics aligned with Common Core State Standards to self-monitor their own work. The Principal, and Assistant Principal will conduct progress review meetings with Teachers, Out-Of-Classroom teachers, Coach, in order to monitor students’ progress of the CCLS instructional learning goals. Students will be expected to share work at classroom celebrations every 4-6 weeks and at the Writer’s Café two times a year.

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.

In the area of Student Social and Emotional Health, we recognize this as an area of strength for our school. Our attention to increasing positive social skills and our Respect for All Initiative, have helped use to create a positive learning environment for our students. We have ensured that our students’ social/emotional, as well as academic needs are met, by way of monthly Instructional Support Team (IST), Response to Intervention (RTI) Team and School Implementation Team (SIT) meetings, which are designed to focus on individual student’s academic and social needs. This year, we will continue to have our monthly IST, SIT and RTI meetings to determine social/emotional and academic supports needed by our students, but in addition, we will give special attention to incorporating PBIS multiple data points to track students’ improvement both academically, as well as socially and emotionally. Furthermore, the administrative team will encourage and support the use of Respect for All points or PBIS points, behavior sheets (as needed) and academic data by teachers to help close the achievement gap.

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.

During the school year 2015-16, 100% of our students will have an increase of social emotional responsibility awareness based on the implementation of our PBIS Initiative measured by our PBIS matrix rubric.

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) 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>1) As we continue to build students’ social and emotional health, we have designated monthly themes to heighten students’ awareness of positive social skills and behaviors. Lessons will be taught by our Conflict Resolution Specialist with special attention to the following monthly themes:</p> <ul style="list-style-type: none"> •• <input type="checkbox"/>September: Respect & Self Discipline •• <input type="checkbox"/>October: Responsibility •• <input type="checkbox"/>November: Teamwork •• <input type="checkbox"/>December: Service •• <input type="checkbox"/>January: Gratitude •• <input type="checkbox"/>February: Excellence •• <input type="checkbox"/>March: Integrity •• <input type="checkbox"/>April: Determination •• <input type="checkbox"/>May: Courage •• <input type="checkbox"/>June: Patience <p>Our school PBIS Committee will acknowledge students for random acts of kindness and reflecting behaviors that support monthly themes.</p> <p>2) A social emotional support group and middle school advisory will be created to provide counseling support for at risk students. The following themes will be discussed:</p>	<p>Whole School</p>	<p>September 2015 – June 2016</p>	<p>The school RTI Team, SIT Team, Instructional Team, School Social Worker, School Psychologist, administrators, and all classroom teachers will be key personnel to support in implementing a supportive environment.</p>

<ul style="list-style-type: none"> • Advisory groups will be created which will touch upon topics such as social awareness, organization/study skills, self-esteem, and social responsibility. <p>Further development of after school clubs such as:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Sports (Boys and Girls) • <input type="checkbox"/> Theater club • <input type="checkbox"/> Music club (Midori and Friends) • <input type="checkbox"/> Dance Company • <input type="checkbox"/> Mighty Milers • <input type="checkbox"/> Academic Intervention After school and Saturday Programs 			
<p>The RTI/SIT team, and Resource Room/SETTS teacher will meet on a weekly basis to look at student progress and determine next steps based on instructional implications. They will also share resources in order to collaborate best teaching methods to support students that are ELL's including students with special needs.</p>	Teachers	September 2015 – June 2016	The school RTI Team, SIT Team, Instructional Team, School Social Worker,
<p>To encourage parent participation in an effort to meet this goal, a monthly parent calendar outlines all upcoming parent activities. During the school year, parent workshops will be given on the topic of conflict resolution as well as workshops on the topic of meeting the social and/or emotional needs of your child. In addition, we will host a newcomer ELL meeting for parents in order to provide orientation regarding our school community and other resources available.</p>	All parents	Weekly and Monthly	The school RTI Team, SIT Team, Instructional Team, School Social Worker, School Psychologist, and administrators.

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>The budget and resource alignment in order to address these needs will come from Title I, Fair Student Funding, and Title III funding.</p> <p>Human Resources: (Title I, Title III, and Fair Student Funding)</p> <ul style="list-style-type: none"> → • <input type="checkbox"/> School Social Worker → • <input type="checkbox"/> Teachers → • <input type="checkbox"/> Counselors → • <input type="checkbox"/> School-Based Support Team → • <input type="checkbox"/> Administrators → RTI Team → PBIS Team/Committee

→ Administrative Assistant/School aides, Educational Assistants

Instructional Resources: (Title 1, Fair Student Funding)

- • PBIS Binder Resources Anti-bullying Curriculum
- • Morningside Center Character Curriculum
- Advisory Resources

Scheduling Adjustments: (Fair Student Funding)

- • Embedded advisory and conflict resolution periods to support students
- • Peer mentoring time during all lunch periods
- Response to Intervention Team Meetings, Instructional Support Team Meetings, SIT Meetings

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	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.

- Monthly checkpoints to monitor class progress of respect points.
- Weekly monitoring of at risk students and a 3% decrease in use of behavior plans.
- Pre and post survey results.
- Monitoring of student progress of all students to ensure at least 1/2 year of growth by the end of the year.
- The school principal, assistant principal, instructional coach, ESL, RTI, SETTS/Resource Room teacher will participate in the SIT team. We will conduct weekly/monthly/cyclical RTI meetings.

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.

Currently our structures and activities that inform professional collaborations are strong. Teacher’s teams are established on each grade and in other pertinent areas that reach across grades such as the SP.ED. Team, RTI team, math committee, ELA committee, ESL Team and Vertical Teams.

Teacher teams by grade collaborate and ensure that high quality instruction is aligned to the common core learning standards with the creation of unit plans, lesson plans that meet the need of each class, groups and individuals, students CCLS aligned rubrics created by each teacher.

Our master schedule includes daily common preparation periods with two identified each week to allow for each vertical grade team time to meet. One is to plan for instruction together ensuring continuity across the grades and the other is to engage in “looking at student work” in order to track or monitor student progress and determine instructional next steps.

Professional Inquiry learning time on Monday is used for collaboration with teacher teams across grade. In order to promote engagement, discussion, and independence for all learners our teachers are currently participating in a series of workshops facilitated by our coach and lead teachers to promote accountable talk, academic rigor through close reading, and ESL language objectives. We will also be using the book “Making Thinking Visible” by Ron Ritchart, to increase higher order thinking.

The RTI team focuses on meeting the needs of identified students who require an alternate learning plan. The RTI team follows the medical rounds model for a descriptive review of the child protocol. Teachers share the specific challenge and strategies they have tried. The team includes administrators and service providers provide teachers with a plan to address the specific challenges.

Evidence that teams are making a difference can be noted in the following:

- ☑ Adjustment and adapting of unit plans based on student data
- ☑ Curriculum coherence that is aligned to the CCLS across all grades
- ☑ Distributive leadership is evident with each team having an identified a facilitator who facilitates each session and informs administration of team result, progress, etc.
- Our priority needs for this capacity framework element – collaborative teachers - is to follow the cycle below:
- This need derives from our Quality Review 4.2 area of celebration
- ☑ Continue looking at baseline student work to identify strengths and gaps through use of protocols such as the “Consultancy Protocol” and the “Analysis of student work protocol”.
- ☑ Giving student tasks that are informed by that evidence, tasks that simultaneously further learning and provides ongoing formative assessments for that learning

- ☑ Model middle school students recite daily affirmation during morning line up.
 - ☑ Using formative assessments information to make instructional decisions day by day that lead to students' progress
 - ☑ Using the student data to critique and improve curriculum and pedagogy
 - ☑ Scoring culminating student work produced using rubric tied to common core standards
- ☑ Using resulting information on what standards students have and have not met to plan subsequent module and unit and to revise curriculum to better ensure success the next time it is used.

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.

During the 2015-16 school year and by June 2016, 100 % of all teachers will become proficient in utilizing the Analysis of Student Work Protocol to identify trends and collaboratively develop and refine lessons to promote academic progress for all students as evidenced by a 5% increase on the NYC Written End of Year assessments.

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 teacher-parent collaborations to improve student achievement. 	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?
<p>Teacher teams conduct the action research connected to Inquiry Work looking at student work using protocol, analyze data, reflect, reframe key issues or questions, develop an action plan, carry out strategies and collect data. Administration will analyze and provide feedback to teacher teams and teams will also reflect on their collaboration skills.</p> <p>We have developed a professional learning plan that addresses the instructional shifts, Danielson Domain, teacher impact, and student impact. To support trust and collaboration teacher teams will develop common assessments aligned to Measures of Student Learning (MOSL) in the area of writing. The resulting student work will be assessed using the Generation Ready Writing Rubric and the</p>	<p>All Students</p>	<p>School Year</p>	<p>Principal, Assistant Principal, Teachers, Staff</p>

<p>MOSL rubric. Scaffolds for English Language Learners and students with disabilities in the form of sentence starters, and other support documents will be implemented. Data from these assessments will be analyzed to plan next steps for instruction.</p> <ul style="list-style-type: none"> • Analysis and use of formative assessments to plan for small groups • Assessing the quality of questioning and discussion during your lesson to improve accountable talk • Using rubrics to analyze student work and help students develop targets for improvements • Using rubrics to analyze and plan lessons to build writing skills and stamina • <input type="checkbox"/> Using word study assessments to plan gaps K-2 • <input type="checkbox"/> Reflecting, revising and refining calendars and units 			
<p>We will continue to build a culture of school wide collaboration through our frequent meeting opportunities such as:</p> <ul style="list-style-type: none"> •• <input type="checkbox"/> Monday Professional Development •• <input type="checkbox"/> Tuesday Professional Learning Opportunity •• <input type="checkbox"/> Grade Level Meetings •• <input type="checkbox"/> ELA and Math Committees •• <input type="checkbox"/> LAB Sites (Teacher and Coach Lead) <p>We continue to survey teachers and respond to teacher needs. In addition, we are building capacity by way of our professional development team and teachers leading hot topics. Our Japanese lesson study has provided teachers with an opportunity to engage in collaborative lesson planning in a risk free environment and to build best practices.</p>	Whole School	All year	Principal, Assistant Principal, teachers, staff
<p>Teacher Teams implement and share out findings from third cycle of Inquiry work</p>	Whole School	June 2016	Principal, Assistant Principal, teachers, staff

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>The budget and resource alignment in order to address these needs will come from Title I, Fair Student Funding, and Title III funding. In order to meet needs for human resources, instructional resources, and schedule adjustments, the teachers will be documenting in their parent communication binders how they</p>

reached out and embedded the parents into the curriculum. Parent leaders will be selected to also support with the building capacity framework in order to build trust and form a collaborative school environment.

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	X	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.

By March 2016, we will conduct parent surveys and analyze results of ongoing parent workshops emphasize progress towards college and career readiness.

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

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

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

Part 1 – Needs Assessment

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

Our schools strengths includes the following:

- ☑ Increased student outcomes in year two of NYS CC aligned exams
- ☑ Teacher teams have common preps daily (2 identified as “must meets”)
- ☑ Vertical Teacher Teams

☑ Professional Learning based upon identified areas of need Instructional As a school we began the year with every student K – 8 completing an Interest survey. This survey served as a tool to support the instructional and social emotional development of all students. Various data sources were utilized to inform and analyze student performance. **For example:**

- ☑ 2013-2014 New York State ELA/Mathematics Exams
- ☑ Baseline Assessments
- ☑ Fountas & Pinnell Running Records levels

As identified in our 2014-15 Quality Review the area for improvement was noted as follows:

- ☑ Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produced meaningful work products (1.2)

Part 2 – Annual Goal

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

Throughout the school year 2015-16 any by June 2016, 100% of teachers will receive professional development in order to increase their understanding of Rigorous instruction as measured by Danielson Domain 3B.

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>
<p>On-going Professional Learning every week for Administration and staff in utilizing as well as planning with Danielson Framework, observing teachers giving actionable feedback.</p>	<p>All staff</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, Teachers, Staff</p>
<p>Teachers meet with administrators regularly after every observation and to year to develop, monitor and evaluate goals and objectives set during the beginning of the year. Two self-selected goals focus on The Framework</p>	<p>All staff</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, Teachers, Staff</p>
<p>Monthly and weekly learning walks will take place where teachers may participate to build capacity and enhance instructional practices. A highlight and sharing of best practices will take place to highlight student progress and also to allow teachers to acknowledge their colleagues. This will also serve to encourage teachers to seek out opportunities to advance their own learning.</p>	<p>All staff</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, Teachers, Staff</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>The budget and resource alignment for the human resources, instructional resources, and schedule adjustments in order to hold the Teacher Team Inquiry Protocol Professional Development will come from Title I, Title III, and Fair Student Funding.</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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February, 2016, administration will review the teacher MOTP, analyze results and use implications to guide teacher professional learning and provide actionable feedback specific to engage students in learning.</p>

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.

In our 2014 Quality Review, PS/MS 315 received a rating of well developed in school culture. In the 2014 school snapshot, 91 % of parents felt that the school offers a wide enough variety of courses, extracurricular activities and services. Our areas of strength are:

☑ Recognition of students who show exemplary progress in any of the following areas: academic, behavior, and social. Students are recognized for their best academic efforts during Writer’s Café, Reader’s Café, Mathematics Café and Summer Independent Project Presentations.

☑ School culture goals: classroom discussion, accountable talk, and building of the writing stamina.

☑ “Respect for All” campaign

Our priority needs:

☑ Based on the 2011-15 Citywide Expectations we will establish a culture for learning that communicates high expectations for students and families that emphasize progress towards college and career readiness. We need to continue to provide our students with educational trips in order to motivate their participation towards their high school and college career readiness. We also would like for our teachers in middle school to dedicate time to participate in an advisory in order to mentor students to provide them with college and career readiness skills and social awareness responsibility skills.

Part 2 – Annual Goal

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

Throughout the 2015-16 school year and by June 2016, there will be 20% increase in parent participation in workshops and assembly programs that will establish high expectations for students and families and emphasize progress towards college and career readiness for all students as measured by parents needs assessment surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>☑ Assemblies in which students are commended for academic success on Summer Independent Projects, Published writing work during Writer’s Café, math rigorous tasks during Math Café, and writing about the reading during Reader’s Café will continue to be celebrations to highlight our best authentic student work. We will also continue to hold monthly student portfolio celebrations where parents will be invited to join us.</p> <p>☑ SLT collaborates with the school to set instructional goals and action plans towards college and career readiness.</p> <p>☑ An active Parent Teacher Association that meets monthly.</p> <p>☑ Vertical Teacher Teams plan parent workshops based on the needs of their classes.</p>	<p>All Staff</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Teachers, talent Coach, Consultants</p>
<p>In order to continue to increase parental involvement and engagement, parent surveys and Title I meetings are used to engage parents. Parents are invited monthly to various workshops to address student academic and social and/or emotional needs as well as life skills such as:</p> <ul style="list-style-type: none"> • Good Samaritans workshop for suicide prevention • Breast cancer awareness • Health and nutrition awareness • Homework Help • Developing Reading and Writing Habits at home • Looking at Student Portfolios and student progress • Financial Workshops for Parents and students Ridgewood Bank 	<p>All Staff</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Teachers, talent Coach, Consultants</p>

<ul style="list-style-type: none"> • ESL Workshops for Parents • Computer Classes for parents • PBIS Workshops • Book of the Month • iReady workshops for parents to support students with Reading and Math skills • College and career readiness lessons and parent workshops will be taught by teachers in grade appropriate lessons or all students including English Language Learners as well as Students with Disabilities. • Descriptive review meetings are held to work with families to ensure that the current academic and social supports are helping students at risk. 			
<p>In order to promote trust, students, including those in high need sub-groups, will be provided with a log in account into our Engrade online grading system. Students will be able to track their progress in class over time and develop an understanding of factors to improve their grades. Informing parents about students social awareness skills through PBIS and Respect for All incentives initiatives implemented throughout the year. Focusing on setting a positive nurturing that will be achieved by way of our parent workshops, parent newsletter, and parent teacher meetings to ensure that parents are well informed and feel welcomed and valued as partners in this work. In addition, we will build trusting relationships with parents by sharing student progress, and embedding parents within the curriculum.</p>	All Staff	August 2015 – June 2016	Administrators, Teachers, talent Coach, Consultants

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>The budget and resource alignment that will be used for the following will be from Fair Student Funding, Title I and Title III.</p> <ol style="list-style-type: none"> 1. Human resources: Parent Coordinator, Coaches, Classroom Teachers, and Administrators. 2. Instructional Resources: Smart board, laptops, Curriculum Resources, Children’s literature 3. Community Organizations: New York Life, Good Samaritans, NYFD, Ridgewood Bank 											
<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	X	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.

- 1) Teacher Parent Workshops Parent Participation in student work celebrations September 2015 – June 2016
- 2) Collection of Parent Workshop Agendas
- 3) Parent Needs assessment survey

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring level 2 on the NYS ELA Exam or Below level as determined by school wide assessments	Push-in during Alternating ELA week, After school tutorial for students scoring level 2	Small group, one-to-one, tutoring	During school day and/or after school
Mathematics	Students scoring level 2 on the NYS Math Exam or Below level as determined by school wide assessments	Push-in during Alternating Math week, After school tutorial for students scoring level 2	Small group, one-to-one, tutoring	During school day and/or after school
Science	Students scoring level 2 on the NYS Science Exam or Below level as determined by school wide assessments	Integrated into Core knowledge in ELA in lower grades, also in Expeditionary learning for upper grades	Small group, one-to-one, tutoring	During school day and/or after school
Social Studies	Students scoring level 2 on the Social Studies Assessments Exam or Below level as determined by school wide assessments	Integrated into Core knowledge in ELA in lower grades, also in Expeditionary learning for upper grades	Small group, one-to-one, tutoring	During school day and/or after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified as in need of at-risk services by school staff, students with family crisis, etc.	Psychologist, guidance counselor, and social worker provides counseling to at risk students in grades K-8	Small group, one-to-one, tutoring	During school day and/or after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Currently 100 % of teachers at Public School 315 are deemed Highly Qualified. We seek to retain and enhance their pedagogy through on-going support and professional development based on the identified academic needs of their students as well as needs they identify for their own professional growth and development.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>At P.S./M.S. 315 is committed to building capacity, having strong teacher collaborations and family school ties. We have a hiring committee and we have a hiring rubric to help us hire qualified teachers for our school. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students.</p> <p>These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.</p> <ul style="list-style-type: none"> ☐ Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job- embedded learning; and incorporates knowledge of how adults learn. ☐ Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress. ☐ Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research. ☐ Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment. ☐ Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. ☐ Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education.
The school will develop and follow a year long Professional Learning Plan of which coaches and lead teachers have participating in designing.

As school we are addressing our Quality Review, PPO Visits school feedback and we would like to focus on three main instructional goals based on the feedback which are the following:

1. To Increase student Engagement through writing about reading and math
2. To Increase Academic Rigor through teacher and student questioning
3. To increase actionable feedback through action research data analysis

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our transition plan in order to assist preschool children from early childhood involved our SBST team studying the Turning 5 case studies. We also met in our School Leadership team to address providing Kindergarten orientations to our new families by providing specific information related to Early Childhood Instruction.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The decision making process regarding assessments involved our school leadership team, coaches, and lead teachers. We decided we wanted to track the CCLS via diagnostics, formative and summative assessments that would provide us with various information regarding our students mastery of the ELA, Math, Social Studies, Science, and ESL students progress towards the NYSESLAT. We met to analyze the data and trends through teacher teams. We also have provided various staff development where we looked at our test results connected to the teachers MOTP and MOSL. We also connected various data findings to determine instructional next steps and address Danielson 3D: Instruction and Assessment.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	249,656.00	X	
Title II, Part A	Federal	88,084.00	X	
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,736,291.00	X	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/MS 315</u>	DBN: <u>10X315</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>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input 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>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We are planning to provide an ESL after-school Program for 40 of our English Language Learners. The program will begin in the beginning of November 2014 and it will run through the middle of May 2015 in the following manner:

Our 3rd-4th grade ELLs (Group A) and our 5th-7th grade ELLs (Group B) will be served every Wednesdays and Thursdays from 2:30PM to 3:30PM. In Group A, we have mostly advance and intermediate level ELLs with Fountas & Pinnell (F&P) reading levels ranging from L to O. Moreover in Group B, we have mostly beginner and high intermediate/advance level ELLs with F&P reading levels ranging from P to T.

Our 2014 NYSESLAT, Fall ELL Periodic Assessment, Fall Baseline and F&P data shows that these selected ELLs need further support in the area of academic vocabulary and language development, along with the necessary literacy skills to access grade-level content. In particular, they need to develop and apply their close reading skills in the content areas of science and social studies. The ESL certified teacher, Ms. Yvette Ghoughassian, and the content area teacher, who also holds a special education license, Ms. Gail Linden, will serve our ELLs in this after-school program. These two teachers will be co-planning and using rotating groups to ensure that all students in this direct instruction program receive language development support from an appropriately certified teacher each time the program meets.

During this After-School Program, our ELLs will receive instruction in reference to explorations of complex text in the content areas of science and social studies through ESL strategies and methodologies. They will be able to develop their language, literacy, and content-area skills and concepts through various thematic units divided into three main sections: Spotlight on Reading, Spotlight on Language, and Spotlight on Content.

Materials: We will use Santillana Spotlight on English Level 3 and Level 5 Teacher Kit by Santillana USA Language Education Experts. Each of these kits includes flexible teacher resources that supports instruction, and makes teaching/learning an interactive and engaging experience. In addition, it includes a Teacher's Guide, Blackline Masters, Audio CD, Assessment Teacher Manual, Vocabulary Photo-Cards, Thematic Library, Classroom Library, and Phonics and Fluency Handbook.

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Part C: Professional Development

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

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

Begin description here: Title III funds will be used for a teacher study group, which will be open to all staff members based on a per-session arrangement. Our focus will be to engage our ELLs in reading complex texts with effective close reading strategies in order for them to be more prepared for the challenges of the State Common Core Standards, specifically in the area of nonfiction reading and comprehension. Our plan is to study a professional book called, NOTICE AND NOTE - Strategies for Close Reading by Kylene Beers and Robert E. Probst, and use it to enhance our ELLs' learning process in this

Part C: Professional Development

area.

This book will give us ideas and strategies to create lessons that will give our ELLs the necessary scaffolding and conceptual background they need to be able to become more engaged in using the strategy of 'close reading' while reading complex texts. After studying each particular strategy, we will implement it in our own classroom. Then, during our meetings, we will report back on the outcome of our efforts, through data, formal and informal assessments, to see how it impacted our ELLs' learning process.

We are planning to meet for one hour on Fridays from 2:30PM to 3:30PM. This will be conducted in the format of five study sessions starting November 2014. Our three certified ESL teachers will share responsibilities for chairing the sessions on a rotating basis.

In addition, we will hire a Puppetry in Practice consultant, from the Brooklyn College School of Education, to provide model lessons for our teachers as a Professional Development opportunity. Such Professional Development is designed to increase teachers ability to providing engaging literacy instruction for ELLs. Teachers will be present to observe author-illustrator Mr. Angelo DeCesare while he models teaching students on a variety of literacy strategies through the arts programs based on the characters in his comic journals. This Program will be held once a week for one hour per grade, and it will start sometime in November 2014 for a total of 8 sessions.

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: Title III funds will be used to offer ELLs' parents ongoing workshops on ESL strategies and methodologies. These workshops will be alternately facilitated by three of our ESL certified teachers, and they will take place once a month throughout the school year 2014-2015 mostly on Fridays at 8:30AM. The focus of these workshops will be on providing parents with skills and tools to use English in every day situations, as well as various ways of supporting their children's learning.

- These workshops will be around topics, such as:

- Providing an appropriate environment for studying at home;
- Supporting children with their reading at home;
- Understanding how Close Reading works;
- Making sense of the Common Core Standards and how they affect our ELLs;
- Supporting ELLs with Math through ESL strategies, etc.

- Our Parent Coordinator, Ms. Carmen Martinez, will provide oral translation during workshops as well as provide written translation in Spanish. Languages such as Bengali and Haitian Creole will be translated for parents using Google translator.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 315
School Name THE LAB SCHOOL FOR CHILDREN		

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 Gaby Flores	Assistant Principal Kim Cruz
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor type here
Teacher/Subject Area	Parent Griselda Suriel
Teacher/Subject Area Ruth Duran-Chea/6th grade	Parent Coordinator Carmen Martinez
Related-Service Provider Lilly Echevaria	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Brenda Abramowitz/Data Expert

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	265	Total number of ELLs	53	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	19
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	24	0		17	0		12		9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	7	6	5	2	8	2	3	5	13					0
Chinese														0
Russian														0
Bengali			1	1										0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1	1		0
4	1	1			0
5	3				0
6	3	2			0
7	12				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	6				2				0
4	1				2				0
5	2		1						0
6	2		3						0
7	11		1						0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use Fountas and Pinnell, NYSITELL, the spring 2015 NYSESLAT scores, NYC Performance Written Assessments K-8 and in-house writing baselines. The greatest area of need is in the area of reading fluency and oral language development. These various assessments provide teachers the competency strengths and weaknesses of our students. Our analysis has shown that most of our ELLs are in the lowest third schoolwide and they are being designated for RTI.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
According to the NYSESLAT scores, in grades K-5, 7 of our ELLs are at a commanding English proficiency level; 15 are at an expanding proficiency level; 6 are at a transitioning proficiency level and 1 ELL is at an emerging proficiency level. In addition, in grades 6-8, 2 of our ELLs are at a commanding English proficiency level; 5 are at an expanding proficiency level; 3 are at a transitioning proficiency level; 5 are at an emerging proficiency level and 3 ELLs are at an entering proficiency level. According to our NYSITELL Test results, our kindergarteners scored much higher in listening in comparison to speaking. The highest score in the speaking segment of the NYSITELL was 11/18 in comparison to the the highest score of 18/18 in the listening portion of the test.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Based on our data analysis and AMAQ status estimator, 4 of our ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on ELA. 4 of our ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on Math. We had 20 ELLs with at-risk level 3 or greater. Also, we had 20 ELLs with at-risk level 5 or greater. Furthermore, we had 10 ELLs in years of service 5 or 6. 3 ELLs with 2 or more years of service, but scored at first quartile on NYSESLAT. In addition, 3 ELLs scored at first quartile on NYSESLAT for 2 or more years in a row. Last year, 44% person of our students were ELLs, 10 of which were long-term ELLs. Based on AMAQ 2, 9 of our ELLs reached proficiency by scoring at a commanding level on the 2015 NYSESLAT. We were not able to access AMAQ 1 because it is not available at this time.

The data reveals that our ELLs have a tendency of moving from one proficiency level to the next and/or moving within the same proficiency level much more in lower grades compared to the upper grades. Most of our ELLs have higher proficiency in speaking and listening in comparison to reading and writing. This means that we have to hone in deeper into the instruction of our upper grade ELLs. For instance, we are hoping to see more growth by adopting more of the integrated ENL in ELA and content areas model for our 6-8 grade ELLs, instead of using the stand-alone model. Within the framework of this model, our ESL teachers will go into these particular classrooms to support ELLs by collaborating with the classroom teacher, along with providing the language objective of each lesson and scaffolding activities in order to tailor-make them to address the needs of the ESL students, especially in the content areas.

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?

In our school, we do not have ELLs who take tests in their native language with the exception of the new arrivals who take the Spanish LAB Test. Furthermore, we use interim measurements to assess our ELLs' growth through Fountas and Pinnell, fall and spring benchmarks, ELA/Math Assessments alligned with NYS Common Core Learning Standards and NYC Writing Performance Assessment K-8. Eventually, we will use the results of these interim tests to analyze the strenghts and the areas of need of our ELLs, especially during our Data Team Meetings. Accordingly, we will come-up with next steps that are necessary to be embedded in the classroom instructions in order to move our ELLs' proficiency in speaking, listening, reading and writing.

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](#).]

ELLs who have difficulty with academic learning and have been alerted by the RtI Team receive supplemental assistance/instruction to remediate and narrow the gaps in their learning. This process is first started by the classroom teacher who provides differentiated instruction to the ELLs who need it in order to meet Tier1 and Tier2 Intervention requirements. When Tier1 and Tier2 Interventions are not enough, the teacher brings up the ELL or the ELLs who are not showing progress in an RtI meeting discussion. During this meeting, the RtI team provides guidance and instruction in certain strategies. The teacher applies these strategies in his/her classroom. After six weeks, if this approach does not show any changes in the ELL/ELLs' academic growth, then the RtI Team comes up with a Tier2 Intervention, which may include small group instruction provided by the ESL Teacher, the Early Grade Reduction Teacher and/or the AIS Provider. After six weeks, if this type of intervention does not bring forth the needed results, then the RtI Team recommends a Tier3 Intervention; based on the particular student/students' needs, he or she will receive one-on-one instruction by the ESL Teacher, Early Grade Reduction Teacher and/or the AIS Provider. After having reviewed progress or lack of in another four weeks, the RtI and CSE Teams meet to discuss whether the ELL/ELLs' needs are a language acquisition issue or a language processing concern. Then both teams meet with the parents and the teacher of the ELL/ELLs in question to discuss further options.

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

The ESL teacher provides content area support for ELLs by scaffolding lessons through different types of graphic organizers, modeling, visuals, think-alouds, and by using various ESL strategies that will assist ELLs with their comprehension (GIST Model, reciprocal teaching, think-pair-share, content rewrites and adapting written text). Materials that we use for this purpose come from Times for Kids, Hot Topics (high interest reading by Evan-Moor Educational Publishers) and New Heights, literacy programs proven to be effective through extensive research. In addition, we have Go Math along with ELA in the native language of Spanish. Tranlated texts in the form of Spanish libraries are accessible to students as well.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our programs for ELLs through Informal assessments. We believe that ongoing assessments provide continual snapshots of where students are throughout the school year. By using informal assessments, we target students' specific problem areas by adapting instruction and intervening earlier rather than later. Since standardized tests in English do not usually reflect ELLs' true content knowledge or abilities, we believe that informal assessments provide a more well-rounded picture of their skills, abilities, and ongoing progress.

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.

Our ESL teacher, Ms. Yvette Goughassian, identifies potential ELLs who enter the NYC public school system for the first time or return to United States after two years of absence based on the Home Language Identification Survey (HLIS) that was filled out by parents and guardians when they enrolled their child in our school. This process includes informal oral interviews of the students who are new to the NYC Public School System in both English and their native language. This ELL identification process is completed by a licensed pedagogue and parents are provided with translation services when needed. We also conduct interviews with parents prior to enrolling their children into our school during which they are informed of the program choices at our school. Then, Ms. Yvette Goughassian administers the NYSITELL to students who meet the criteria to take this test within the first 10 days of their attendance in our school. In addition, Spanish LAB is administered by a bilingual pedagogue to Spanish speaking students who did not pass the NYSITELL. Starting April of each academic year, the NYSESLAT (NY State English as a Second Language Achievement Test) is administered to students who are still considered ELLs according to the ATS Report, RLAT. NYSESLAT has four components, which are speaking, listening, reading and writing. ELLs have to score at a proficient level in the domains of speaking/listening and reading/writing in order to be considered as an overallly proficient level ELL. Afterwards, letters are sent out to parents to inform them if their child is entitled to receive ESL services or if their child is not going to receive continued services in ESL due to the scores he/she got in the NYSESLAT. Ms. Yvette Goughassian holds a professional NYS Certification in TESOL.
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).

We determine a student's SIFE status within 30 days of enrollment, which can be modified up to 12 months of initial enrollment by interviewing the child and his/her family, looking at student work and administering the SIFE questionnaire. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. If the child is determined to be a SIFE, then a multilingual suite of diagnostics, The LENS, is administered to measure the home-language literacy skills that SIFEs bring with them when they enter New York City schools. Consequently, this information will inform teachers of SIFE in knowing each individual student’s strengths and weaknesses to plan instruction.
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).

We have formed a language proficiency team (LPT) for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. If the LPT recommends the student not take the NYSITELL, the LPT’s recommendation is sent to the principal for review. Upon review, principal determines whether the student should take or not take the NYSITELL. If the principal determines the student should not take the NYSITELL, this determination is sent to the superintendent or designee for review. If upon review, superintendent or designee determines the student should not take the NYSITELL, then the parent is notified and the ELL Identification Process terminates. The titles of our school's Language Proficiency Team are: Principal and/or Assistant Principal, ESL Teacher, SETSS Teacher and Guidance Counselor.
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.

Within five school days after the NYSITELL is scanned and scores are determined, the ESL teacher sends out the entitlement and non-entitlement parent notification letters to inform parents if their child is entitled to receive ENL services. Then, she invites parents to attend a mandated ENL Parent Orientation Meeting in order to inform them about all three program choices they have (transitional

bilingual education, dual language, and freestanding ENL).

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 will be informed through the entitlement letter sent home that a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process will allow schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. Copies of all letters sent to parents will be filed and maintained in our ENL teacher's filing cabinet in her classroom, as well as inside the student(s) individual Cumulative Records binder located in the school's office. The person responsible for all this record keeping will be Ms. Yvette Ghoughassian, our ENL teacher.

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

Our school hosts an orientation facilitated by the ESL teacher along with the translation services of Ms. Carmen Martinez, our Parent Coordinator, for all parents of students who are identified as ELLs based on their NYSITELL and NYSESLAT testing scores. During this meeting, she shows the video from the EPIC Kit and explains the various program choices that parents have (Transitional, Bilingual Education, Dual Language and Freestanding ENL). Finally, Parents are given a brochure, in their native language, provided by the NYC Department of Education, which explains the program choices they have as parents of ELLs. In addition, parents are given a program selection form in which they mark their choices for either Transitional, Bilingual Education, Dual Language or Freestanding ESL Programs. If more than 14 parents request that their child be placed in a bilingual education program, within a particular grade, we will create a bilingual class by hiring a full-time bilingual teacher for that particular grade. Furthermore, we have an outreach process to inform parents who have previously chosen a TBE/DL program when the program becomes available; CR Part 154, as amended by the ASPIRA consent decree, mandates that NYC schools in Grades K-8 open a bilingual class when the parents of 15 students on two contiguous grades who speak the same home language request a bilingual program.

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.

Being a small school with 265 students (53 of which are ELLs), it is fairly easier to ensure that the Entitlement Letters are distributed and the Program Selection Forms are returned. If a Program Selection Form is not returned, the ENL teacher speaks with the corresponding classroom teacher and asks him/her to inform the parents of those students, who haven't returned the necessary forms, to do so as soon as possible. The ENL teacher keeps on monitoring this process until she receives all the necessary forms. Finally, the original entitlement letter records, as well as the Parent Survey and Program Selection Forms, are maintained in the corresponding students' Cumulative Records in the office; the copies of these documents are kept in the files of our school's ENL teacher in her classroom. If some forms are not returned, our ENL teacher will contact parents and schedule a meeting with them during Parent Engagement time on Mondays. Furthermore, she can reach out to parents during our Parent/Teacher Conference days.

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

The ESL Teacher keeps on monitoring the incomplete Parent Survey/Program Selection and informs the corresponding classroom teacher to inform the parents of those ELLs to return the necessary documents.

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

After administering the NYSITELL, the ESL teacher sends out a parent notification letter to parents in order to inform them about their child's program placement in our school based on their program selection form.

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

The original entitlement letter records, as well as the Parent Survey and Program Selection Forms and other original ELL related documentations are maintained in the corresponding students' Cumulative Records in the office; the copies of these documents are kept in the files of our school's ESL teacher in her classroom.

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.

After identifying the entitled students, who have to take the NYSESLAT at the end of the year, through the RLER and RLAT data on ATS, the ENL teacher sends a letter along with a brochure (with a translated version of the students' native language) explaining the

various modalities of the NYSESLAT to all ELLs' parents. The teacher proceeds to make a schedule and inform the ELLs' classroom teachers of the day and time that she will pick-up his/her students in order to administer the various components of the NYSESLAT. In reference to ELLs who have IEPs, she makes sure to pay close attention to their required modifications according to their IEPs, since the latter document takes precedence over any other modification requirements.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Being a small school and having only one class per grade, it is fairly easy for our ESL teacher to monitor and ensure that continued entitlement and transitional support parent notification letters are distributed. She makes sure to type the corresponding letters along with their translated version, when necessary, and notify the classroom teachers to ensure that the parents receive these notification letters.
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).

According to our school's parent program selection forms, the trend shows that most of our ELLs' parents have been requesting a freestanding ENL Program as their first choice. If more than 12 parents request that their child be placed in a bilingual education program, within a particular grade, we will create a bilingual class by hiring a full-time bilingual teacher for that particular grade. We always honor parents' first choice; if we do not have enough students to form a bilingual class, we make sure to assist them in transferring their child to a school that does offer their first program choice. In order to ensure this process, we would contact the Office of English Language Learners in order to coordinate the transfer with the Office of Student Enrollment. In the meantime, the student would temporarily be placed in an ENL program in our school until the transfer is finalized. In addition, we make sure to enter parents' first choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC). As per CR Part 154, as amended by the ASPIRA consent decree, we will open a bilingual class when the parents of 15 students on two contiguous grades who speak the same home language request a bilingual 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.
- For now, we have a freestanding ENL program following the integrated and standalone model, which provides research based ENL strategies and methodologies to meet the needs of our ELLs. The integrated and standalone model is determined based on our ELLs proficiency levels. We provide our ELLs with their mandated units of ENL instruction as required under CR Part 154. Entering ELLs receive 360 minutes of instruction per week (180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA); emerging ELLs receive 360 minutes of instruction per week (90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minimum number minutes standalone or integrated ENL with ELA or any other content area); transitioning ELLs receive 180 minutes of instruction per week (90 minutes of integrated ENL/ELA and 90 minimum number minutes standalone or integrated ENL with ELA or any other content area); expanding ELLs receive 180 minutes of integrated ENL/ELA or other content area instruction per week and commanding ELLs receive 90 minutes of integrated ENL/ELA or other content area instruction per week. The ENL teacher collaborates with classroom teachers to build upon classroom instruction and modifies the lessons and assignments through appropriate scaffolding measures. This empowers ELLs because it makes classroom work more manageable and comprehensible. Our ELLs are grouped heterogeneously as well as homogeneously according to their proficiency levels, and they are provided with support based on their classroom curriculum.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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

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

For now, we have a freestanding ENL program in our school. We provide our ELLs with their mandated units of ENL instruction as required under CR Part 154. Entering ELLs receive 360 minutes of instruction per week (180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA); emerging ELLs receive 360 minutes of instruction per week (90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minimum number minutes standalone or integrated ENL with ELA or any other content area); transitioning ELLs receive 180 minutes of instruction per week (90 minutes of integrated ENL/ELA and 90 minimum number minutes standalone or integrated ENL with ELA or any other content area); expanding ELLs receive 180 minutes of integrated ENL/ELA or other content area instruction per week and commanding ELLs receive 90 minutes of integrated ENL/ELA or other content area instruction per week. Students in the elementary level grades receive small group push-in instruction by a certified ESL teacher. Students in the middle school receive push-in ENL instruction. They are homogenously grouped according to their proficiency levels and provided with support based on their classroom curriculum. K-1st grade ELLs are provided English language instruction 4 times a week. 2nd grade ELLs receive ENL instruction following the push-in model 4 times a week for 45 minutes. 3-5 grade ELLs are being pulled-out 4 times a week for 45 minutes. Our middle-school ELLs who are in self-contained special needs classrooms receive ENL instruction following the push-in model 8 times a week. The ESL teacher works closely with the classroom teachers to ensure that ELLs do not miss the content of their classroom lessons. As a result, she uses her ELLs' corresponding classroom lesson and embeds it with language objectives and other scaffolding strategies that they need.

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.

ELLs are presented with differentiated instruction during the school day through shared and guided reading, targeted small group instruction by an AIS teacher, content area - small group instruction, and at risk support by the ESL teacher. We use the SIOP Model, through which language and content objectives are both incorporated into one lesson. All our lessons and methods are in alignment with the NYS Common Core Learning Standards.

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

We administer the Spanish LAB for our Spanish speaking newcomer ELLs, who are new to the New York City school system, after we have determined that they are ELLs through the administration of the NYSITELL.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition by making sure, through informal and formal observations, that they meet the language objectives of each lesson. We believe that language objectives are powerful tools in ensuring that English language learners have equal access to the curriculum even though they may not be fully proficient in the language. According to research, this is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills.

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) Although we currently don't have any SIFE students, our action plan would consist of an after-school program for small group ELL instruction. It would include one-on-one support once a week and guided practice for scaffolding support. Moreover, we will use the support of the ESL and AIS/Early Reduction teachers as well as the resource room teacher for push-in instruction and intervention during the normal school day.

b) For these ELLs, we offer a freestanding ENL program with a full-time ESL certified teacher. In grades one through 8, we follow the balanced literacy model for English as a Second Language Instruction, in which we use lots of scaffolding in all four

modalities of speaking, listening, reading and writing. We work in cooperative learning groups in both homogenous and heterogeneous groupings, depending on the students' needs, to hone-in on writing skills as well as reading, speaking, and listening. Our school offers a nurturing school environment that encourages risk-taking. The goal of our ENL program is for students to acquire the language development necessary to transition to a commanding language proficiency level. Based on our data, we will invite our ELLs to participate in our after-school program as well as our Saturday Classes to assist them in the four modalities of Reading, Writing, Listening and Speaking.

c) & d) These ELLs are mostly students who have special needs; they either receive Resource Room services or have been placed in full-time special needs classrooms. Their needs will continue to be addressed using ENL methodologies aligned with their IEPs and any modifications that apply. Our plan is to continue to provide them with differentiated instruction in their classrooms based on the modalities in which they require the most support. We use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and the differentiated/scaffolded instruction segments of the Pearson ReadyGen and the Common Core Code X by Scholastic. They will also continue to receive support via After-school and Saturday Programs. Teachers will continue to use informal and formal diagnostics to plan instruction and support students' learning. Classroom teachers will also receive professional development in ENL approaches and strategies.

e) Our former ELLs will continue to receive ENL services for two additional years after they reach a commanding language proficiency level. Their ENL instruction will be provided through integrated ENL/ELA or other content area instruction via a push-in model, and they will be monitored to assure their smooth transition and development in their general education classrooms.

During testing, we provide our ELLs with their mandated accommodations of a separate testing location and an allotted time of a time and a half. For our ELLs who have an individualized education program, we allow their IEPs to take precedence in terms of their testing accommodation requirements. In addition, our commanding ELLs are still provided with a separate testing location and an allotted time of a time and a half for extra two years after they transition out of the ENL Program.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. Furthermore, to ensure that the academic progress of re-identified as ELL or non-ELL students, ESL teacher will provide content area support by scaffolding lessons through different types of graphic organizers, modeling, visuals, think-alouds, and by using various ENL strategies that will assist ELLs with their comprehension (GIST Model, reciprocal teaching, think-pair-share, content rewrites and adapting written text). We will use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and the differentiated/scaffolded instruction segments of the Pearson ReadyGen and the Common Core Code X by Scholastic.

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?

The ESL teacher provides content area support for ELLs by scaffolding lessons through different types of graphic organizers, modeling, visuals, think-alouds, and by using various ENL strategies that will assist ELLs with their comprehension (GIST Model, reciprocal teaching, think-pair-share, content rewrites and adapting written text). We use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and the differentiated/scaffolded instruction segments of the Pearson ReadyGen and the Common Core Code X by Scholastic.

Chart 7 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?

ELLs with special needs either receive Resource Room services or have been placed in full-time special education classrooms. Our plan is to continue providing them with differentiated instruction in their classrooms based on the modalities in which they require the most support. We use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and the differentiated/scaffolded instruction segments of the Pearson ReadyGen and the Common Core Code X by Scholastic. They will also continue to receive support via After-school and Saturday Programs. Teachers will continue to use informal and formal diagnostics to plan instruction and support student learning. Classroom teachers will also receive professional development in ENL approaches and strategies.

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

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

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

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



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

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

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

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

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

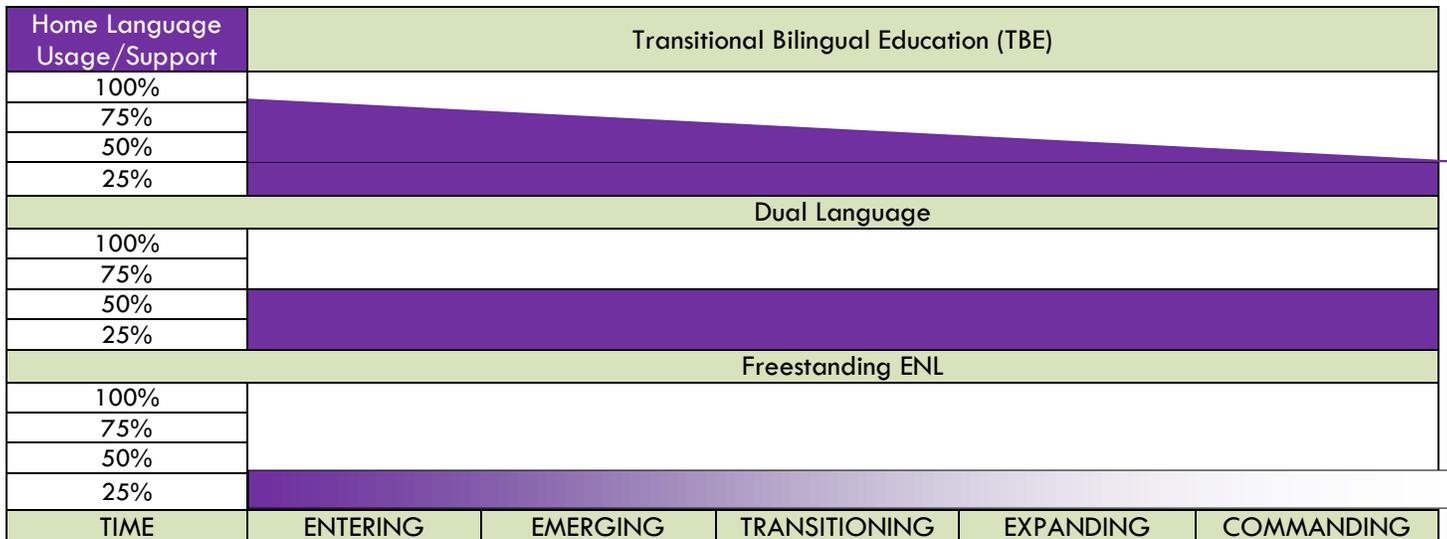


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The language in which our intervention services are offered is English. All of our ELLs will be presented with differentiated intervention services during the school day through guided reading, content area small group instruction, Extended Day and at risk support by the ESL teacher. In addition, we will eventually have targeted intervention services through Saturday Program and After-school Program. Furthermore, we will provide our ELLs with content area glossary/dictionaries in their native language. Additionally, our ELLs will be provided with targeted interventions for Social Studies and Science according to their needs. We will draw our instructional next steps within the data accumulated through our school-wide periodic assessments such as, Fountas and Pinnell, the spring 2015 NYSESLAT scores, NYC Performance Math and Written Assessments K-8, as well as in-house writing baselines, social studies and science classroom tests.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ESL teacher works with classroom teachers in order to scaffold the content area instruction for our ELLs. She creates language objectives for each lesson and uses various ENL strategies like the GIST Model, collaborative reading and alternative texts, as well as content rewrites and adapting written text to meet the needs of ELLs in both content and language development.

We draw our instructional next steps within the data accumulated through our school-wide periodic assessments such as, Fountas and Pinnell, the spring 2015 NYSESLAT scores, NYC Performance Math and Written Assessments K-8, as well as in-house writing baselines, social studies and science classroom tests.
12. What new programs or improvements will be considered for the upcoming school year?
We are going to use the Pearson ReadyGen and the Common Core Code X by Scholastic, especially the differentiated/scaffolded instruction segments of these two curriculums.
13. What programs/services for ELLs will be discontinued and why?
We will not discontinue any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs will be offered to attend our After-School Program and eventually, our Saturday School Program. Invitations are extended school-wide to all students, including ELLs, to attend enrichment as well as test-prep programs. We are planning to provide an ENL after-school Program for 40 of our English Language Learners. The program will begin in the beginning of November 2015 and it will run through the middle of May 2016 in the following manner:
Our 3rd-5th grade ELLs (Group A) and our 6th-8th grade ELLs (Group B) will be served every Wednesdays and Thursdays from 2:30PM to 3:30PM. In Group A, we have mostly transitioning, expanding and commanding proficiency level ELLs with Fountas & Pinnell (F&P) reading levels ranging from L to R. Moreover in Group B, we have mostly entering and emerging level ELLs. During this After-School Program, our ELLs will receive instruction in reference to explorations of complex text in the content areas of science and social studies through ENL strategies and methodologies. They will be able to develop their language, literacy, and content-area skills and concepts through various thematic units divided into three main sections: Spotlight on Reading, Spotlight on Language, and Spotlight on Content.
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.
We use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and the differentiated/scaffolded instruction segments of the Pearson ReadyGen and the Common Core Code X by Scholastic. In addition, we also use the i-Ready Program for ELA and Math along with Digital Learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The ESL teacher encourages the usage of native language dictionaries, and she buddies-up more proficient ELLs with the ones who have lower proficiency in English in order to raise their confidence and make them understand that they can use their prior knowledge in order to learn a new language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In our school, the required services/supports correspond to ELLs' ages and grade levels. For most of our ELLs who struggle with their reading skills, we use resources that cater to a high interest/low level reader, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and Times for Kids.

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).

We provide newly enrolled ELLs and their families with an orientation, where we give them a tour of our school and introduce them to the activities they can have access to in our school. In addition, for now, based on our parents' choice, we offer a freestanding ENL program with a full-time ESL certified teacher. In grades 1 through 8, we follow the balanced literacy model for English as a Second Language Instruction. We work in cooperative learning groups in both homogenous and heterogeneous groupings, depending on the need, to hone in on writing skills as well as reading, speaking, and listening. Our school offers a nurturing school environment that encourages risk-taking. The goal of our freestanding ENL program is for students to acquire the language development necessary to transition to commanding language proficiency levels. The language of instruction we offer in our school is English. We have a freestanding ENL program from K-8.

19. What language electives are offered to ELLs?

For now, we do not have any language electives.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

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

We are planning for our teachers to receive support in reciprocal teaching, data analysis, UBD unit planning, vertical planning aligned to NYS Common Core Learning Standards. We will continue to have formal/informal meetings between classroom teachers and our ESL teacher in reference to embedding ENL strategies in all content areas. In addition, our ESL teacher will attend outside professional development workshops to stay abreast with the most current thinking and strategies in the ESL field, with the purpose of both implementing and turn-keying them to our school staff. Furthermore, she will turnkey ENL strategies to all other teachers.

Professional development will be provided to teachers during the school day as needed by ESL teacher. In addition, teachers will receive professional development with embedded ENL strategies through our monthly staff curriculum meetings, grade conferences, once a month vertical planning and other in-house learning opportunities. Also, teachers will engage in action research once a week in their respective data inquiry teams, through the lens of Danielson's Framework for Teaching, with a focus on targeted ELLs.

We provide professional development to our staff around the four modalities of speaking, listening, reading and writing. In addition, we offer weekly curriculum meetings to help with design of units to effectively plan scaffolding strategies for our ELLs. We provide social/emotional training to our guidance counselor in order to work with newly arrived ELLs.

The selected topics of our professional development plan for all teachers are: Close reading strategies for ELLs; How to write effective language objectives; Questioning techniques relating to ELLs; Aligning instruction to the NYS Bilingual Common Core Initiative; How to use ToMS (NYSESLAT Targets of Measurement) and PLDs (Writing Performance Level Descriptions) alongside each other.

The following is a calendar of PD dates for the school year 2015-2016:

9/8 - 9/22 - 10/6 - 11/3 - 12/15 - 1/13 - 2/9 - 3/22 - 4/19 - 5/3 - 5/17 and 6/6.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The professional development offered to teachers of ELLs will be workshops that emphasize the usage of the New York State bilingual Common Core Initiative rubrics per grade, which is connected with the Common Core Learning Standards. In addition, ENL teachers will be trained in how to integrate the NYSESLAT Targets of Measurement (ToMS) for all the modalities of listening, speaking, reading and writing in their instructional units.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance counselor, Ms. Estefania Rodriguez, receives professional development in High School Articulation, Accommodations for Testing and all our ENL Staff PDs in order to support our ELLs as they transition from elementary to middle and middle to high school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We will implement our ENL professional development planning piece in order to meet the PD requirements for all teachers, which will be delivered on a weekly basis. The ENL Committee (consisting of our ESL Teacher, 4th grade and 6th grade teachers who are also ESL licensed) will present the required 15% of total hours PD to all teachers on a weekly basis during our Tuesday Staff PD period, which is an 80 minutes block. In order to meet the required 50% of total hours PD, our ESL teacher will keep on attending outside ENL professional development workshops, and in return she will turnkey all the information to the rest of the teachers.

The records of The ENL training for all staff are maintained by our school's secretary, Ms. Brenda Abramowitz. In addition, we keep a signing sheet to monitor teachers' attendance.

C. Parental Involvement

- 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?

On Mondays, during our Parent Engagement period (2:30-3:10PM), The ESL teacher will schedule meetings with ELL parents to discuss ELLs' language development progress, language proficiency assessment results and language development needs in all content areas. In addition, she will also provide parents with ENL strategies that they could use at home to support their child.

- 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.

The records for annual individual meetings with ELL parents as well as other types of communication will be kept in a Parent Engagemen Binder, which will be held inside the ESL teacher's classroom.

- Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The following describes our school's parental involvement:

An annual survey is distributed to parents to determine their needs and interests. The survey includes questions about the school's current programs and services, and the school's efforts to engage parents in their child's education.

ESL teachers and administrators meet with parents to discuss their child's progress and to provide support and resources. The school also offers parent workshops and seminars on topics such as language development, academic achievement, and cultural awareness.

In addition, the school provides parents with monthly instructional-based workshops and life skills workshops; parents with monthly instructional-based workshops and life skills workshops;

Parent involvement is encouraged through various activities such as home visits, parent-teacher conferences, and parent-teacher meetings. The school also offers parent workshops and seminars on topics such as language development, academic achievement, and cultural awareness.

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In addition, the school provides parents with monthly instructional-based workshops and life skills workshops;

b i l i n g u a l s c h o o l
 w e b s i t e , a n d f l y
 e r s a n d m e m o s a
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 W r i t t e n c o m m u n
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 in Spanish and English;

P a r e n t C o o r d i n
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 ndance and punctuality at the school and an attendance plan has been developed;

P T A E x e c u t i v e
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A U S S l E x p e r t w
 i l l p r o v i d e E S L
 M a t h W o r k s h o p s
 f o r p a r e n t s .

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 Our school partners with Puppetry in Practice (a program which aligns with the Common Core curricula standards, NYS Learning Standards and the NYC Blueprint for Teaching and Learning through the Arts), Urban Advantage for Sciences and Dream Yard.
5. How do you evaluate the needs of the parents?
 We evaluate the needs of our parents through the Needs Assessment Survey in order to identify the areas of interest and their feedback for our parent workshops.
6. How do your parental involvement activities address the needs of the parents?
 Our parental involvement activities address the needs of the parents based on the DOE Learning Environment Survey, the Needs Assessment Survey and our school data.

D. Additional Information

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

Paste response here

School Name: <u>The Lab School for Children</u>		School DBN: <u>10X315</u>	
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)
Gaby Flores	Principal		10/29/15
Kim Cruz	Assistant Principal		10/29/15
Carmen Martinez	Parent Coordinator		10/29/15
Yvette Ghoghassian	ENL/Bilingual Teacher		10/29/15
Griselda Suriel	Parent		10/29/15
Cristina Padilla	Teacher/Subject Area		10/29/15
Ruth Duran-Chea	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Lilly	Other <u>Echevaria</u>		10/29/15
Brenda Abramowitz	Other <u>Data Specialist</u>		10/29/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10X315 **School Name: The Lab School for Children**
Superintendent: Melodie Mashel

Before you begin, please check the following:

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

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

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

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

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

PS/MS 315's alternate language population consists of 82.33% Hispanic and 1.87% Asian/Pacific Islander, American-Indian/Alaskan Native or other. All written communication distributed to parents is given out in both English and Spanish. Interpreters are available when required for meetings with parents and teachers, including parent teacher conferences.

We assess language preferences of our parent community for both written and oral communication by accessing pertinent information from Part III of the Home Language Identification Survey (HLIS), Student Emergency Contact cards, and ATS reports such as, RAPL (lists parents' preferred languages) and the UPPG (provides preferred written and oral communication for ELLs and Non-ELLs).

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.

Parents preferred languages for both written and oral communication are English and Spanish.

Part B: Creating a Communications Calendar

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

The documents our school typically disseminates every year that require translation are school newsletters, calendars, parent-teacher conference announcements, after-school program information, NYS testing dates, general overview of student curriculum, and letters from the school leadership. These documents are usually distributed to families a week prior to the upcoming event.

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.

Family Orientation Night (September 17th), School Open House weeks, High School Articulation Process, Parent Engagement time (every Monday from 2:30-3:10PM), Parent -Teacher conferences, and Portfolio days

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.

A home language survey is distributed in the beginning of the year to all families. Based on the data received from that document, materials are then distributed to all families in English, Spanish and, as needed, in other languages. Special documents are translated, as needed by individual family need, through school based staff and support service providers. At PTA general meetings the policy of distributing material in two languages (Spanish and English) was discussed.

In addition, if needed, we will plan ahead and submit translation requests to the T&I Unit to ensure that translations are distributed at the same time as English documents. Furthermore, we will use templates for school holidays, parent-teacher conferences and other DOE notices from the Translation and Interpretation Unit's intranet site:

http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

At PTA, parent-teacher nights and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, some of our out of classroom teachers and our office staff. Our ESL teacher provides translation in French for our West African families.

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.)

Being a small school, we can ensure that all staff members are aware of how to use translation services that are available to them, and we will provide them with a copy of the "I Speak..." card, which includes the phone number for over-the-phone interpretation. At PTA, parent-teacher nights and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, some of our out of classroom teachers and our office staff. Our ESL teacher provides translation in French for our West African families.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

As above, home language is determined upon a student's entrance to our school, and that data is updated based on the home language survey. All materials are distributed in English and Spanish, and translations of those materials, created by the school, are presented to families who speak languages other than English and Spanish at home. Furthermore, we provide translations and oral interpretations based on our findings, and we share it with the rest of the staff in order to facilitate their communication with all parents. Furthermore, we will use templates for school holidays, parent-teacher conferences and other DOE notices from the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

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

We use the following mechanisms to gather feedback from parents:

- Tripod Survey
- Needs Assessment Survey
- DOE Learning Environment Survey