



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	08X333
School Name:	P.S. 333 - THE MUSEUM SCHOOL
Principal:	ROBERT GERMAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Museum School School Number (DBN): 08x333
Grades Served: PreK- 5
School Address: 888 Rev. James Polite Avenue
Phone Number: 718-860-3313 Fax: 718-842-8734
School Contact Person: Robert Email Address: rgerman3@schools.nyc.gov
Principal: Robert German
UFT Chapter Leader: Stephanie Sangosse
Parents' Association President: Aracelis Sanchez
SLT Chairperson: Sara Suarez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 8 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue
Superintendent's Email Address: kames@schools/nyc.gov
Phone Number: 718-828-5435 Fax: 718-828-2760

Borough Field Support Center (BFSC)

BFSC: District 8 Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx , NY
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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Robert German	*Principal or Designee	
Stephanie Sangosse	*UFT Chapter Leader or Designee	
Aracelis Nieves	*PA/PTA President or Designated Co-President	
Geralda Oliveras	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Shanice Brown	Member/ Parent	
Rita Barbosa	Member/ Teacher	
Kathleen Schury-Leone	Member/ Teacher	
Pamela Hesch	Member/ Teacher	
Jacqueline Mirdita	Member/ Teacher	
Yolanda Flowers	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janine Malave	Member/ Parent	
Christine Delgado	Member/ Parent	
	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Museum School is an elementary school consisting of grades pre-K to 5th grade. The majority of our students are Hispanic, approximately 75%, 22% black, and 2% white. There are 54% boys and 46% girls. The special education population is 22% while our ELL population is 24%. We have approximately 41% of our population who are students in temporary housing (STH). 100% of our students are eligible for Title 1 funding.

Mission Statement-

The PS333X leadership, teacher teams, students and families work hand and hand to provide rigorous instruction that is aligned to Common Core standards which cultivates life long learners who are college and career ready. This will be achieved through the use of project based learning encompassing social studies and science to incorporate our museum school themes. Evidence of our discoveries will be housed in our museum as

The Museum School's current challenges are to strengthen teacher practice and to offer multiple entry points to maximize learning opportunities through lessons created and taught that are common core aligned in both literacy, math, social studies, and science. This is so that all students are engaged in cognitively rigorous tasks and have the opportunity to produce meaningful work through project-based learning . Secondly, the school needs to ensure that various assessments are sensitive to the instruction, in order to provide a clear analysis of student progress resulting in actionable feedback to students and teachers.

A third challenge is for the school to refine the curriculum currently being utilized (TC reading and writing, Expeditionary learning, ad Envision math) and to clearly define the academic tasks to provide all students including SWDs and ELLs the opportunities to engage in cognitively challenging and rigorous experiences aligned with CCLS.

The Museum School has made organizational changes that align the school with its instructional goals to support the learning of all students. This year there will continue to be an Integrated Co-teaching (ICT) class in 1st grade and a new ICT class in 5th grade. There will continue to be self-contained classes on kg, 1st -2nd , 3rd , 4th grades. The school will also continue to have Transitional Bilingual classes (TBE) in 1st , 3rd , and 4th grades. This school year, we will have our first Dual Language kindergarten class with the plan to add a grade every school year. This September the school will have a PBIS (Positive Behavior intervention Supports)kick-off for parents and students. The administrators aligned their feedback using the Danielson Framework capturing strengths and areas for improvement, and using such data to plan for professional learning opportunities during Monday professional development time while differentiating the PD for individual and group needs.

08X333 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	436	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	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.9%	% Attendance Rate		89.8%	
% Free Lunch	87.7%	% Reduced Lunch		0.7%	
% Limited English Proficient	25.9%	% Students with Disabilities		25.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American		23.8%	
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	1.9%	% Multi-Racial		0.5%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.8%	% Teaching Out of Certification (2013-14)		6.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.68	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.0%	Mathematics Performance at levels 3 & 4		7.1%	
Science Performance at levels 3 & 4 (4th Grade)	69.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The PS333X community(administration and staff) needs to support teachers in ensuring that they are engaging rigorous and coherent instruction that is aligned to the CCLS by providing teachers with professional learning opportunities during Monday professional learning time, by providing teachers with timely feedback on observations, and by conducting learning walks throughout the school year, as well as setting up lab sites in every grade and providing teachers with the opportunity to meet, plan and share best practices.</p> <p>The PS333X will expand and monitor the use of the observation data and other measures of teacher effectiveness to provide a variety of on-going professional development opportunities to staff and continue to develop the professional development calendar, refining it and making changes as necessary to fit the needs of the teachers. On a bulletin board, teachers will identify areas that they are effective and highly effective in (related to the Danielson Framework). They identified the component and listed their names under the component and incentivized the use of this information for teachers to conduct inter-visitations, debrief sessions on their prep periods, as well as PD opportunities.</p> <p>The administration will support teachers in monitoring and adjusting common core aligned curriculum to consistently provide the necessary supports and extensions for all groups of students, including ELLs, SWD’s and the critical care group (students’ in temporary housing).</p>		

In order for the school's strategy and practice to align with concepts in the Effective column of tenet 3, the school will support teachers in monitoring and adjusting common core learning standards aligned to curricula to ensure that higher-order thinking skills are evident in work products and allow teachers to consistently provide the necessary supports and extensions for all groups of students, including ELLs and SWDs.

Part 2 – Annual Goal

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

By June 2016, there will be a 50% increase in teachers utilizing and creating units of study in writing that is aligned to the CCLS including social studies and science, that are rigorous, coherent, engaging lessons which result in students using higher order thinking skills, accountable talk and self and peer assessments to improve academic achievement in each grade.

Part 3 – Action Plan

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.

- Per session will be provided to staff during after-school for staff to examine CCLS and develop units of study in writing with the assistance of a literacy coach and Assistant Principal's.
- Hiring of a Generation Ready consultant to support our teachers in developing units of study throughout the school year
- *Hiring of National Training Network consultants to support math instruction in the classroom.
- Substitute coverages to allow teaching staff to meet with coaches and participate in training, inter-visitations and observe lab sites.
- * Purchasing the Datacation software to support teachers in using data to inform instruction as well as improve communication between the school community and parents.
- Per session will be provided to staff for after-school and saturday academy programs.

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

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

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The Principal and Assistant Principals will ensure that all staff members begin the use data to identify areas of need and leverage internal resources to promote student emotional developmental health. The school’s Child Study Team as well as the Attendance, and STH teams, will review student cases and meet on a weekly basis to monitor and review students that teachers refer to any of the above mentioned teams. The school will also review students in “critical care groups” such as students that may fit one or more of the categories above as well in addition to being in one or two of the other sub groups (ELLs, SWDs).</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will increase systems and supporting frameworks for identifying students with issues related to attendance, poor classroom performance (academic), emotional/behavioral needs, and students living in temporary housing in order to increase the positive outcomes and provide them with an environment to academically achieve as well as support them emotionally and socially by 25%.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school administration along with members of the SBST, counselors, family worker, parent coordinator, and school aides will meet weekly for Attendance, Child Study/SIT, STH(Students in Temporary Housing) committees to review student cases and create action plans for individual students, communicate with parents and outside</p>	<p>Critical care groups- Students in temporary housing, SWDs, ELLs, students with poor attendance who are not meeting academic expectations for their grade</p>	<p>September 2015-June 2016</p>	<p>Administration, social worker, counselors.</p>

agencies to support students' needs			
School Administration along with Parent Coordinator will hold workshops for parents on literacy, homework assistance, parenting support, as well as informational workshops on ELA and Math curriculum.	All parents	September 2015- June 2016	Administration, Parent Coordinator
Implement the PBIS school-wide system incorporating incentives and school-wide assemblies to promote positive learning communities	All students	September 2015- June 2016	Administration, social worker, teachers
Have teachers attend TCI and/or LSCI training to help support them and better serve students social/emotional needs.	All Teachers	September 2015- June 2016	

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.											
<ul style="list-style-type: none"> • Per session activity to create action plan for school wide kick off for parents and staff and creation of incentives for students • Resources to supply parents with information and materials on school events, curriculum information using the school messenger system. • Materials and resources to create initiatives for the Critical Care groups * Coverage needed for Teachers will attend TCI and LSCI workshops throughout the year 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> The school Instructional cabinet will ensure that teachers use a plan that is informed by data, including summative, interim, attendance, IEPs, as well as grade level goals for all students Teachers will receive professional learning opportunities to support their inquiry work in grade team meetings as well as support using differentiated instructional supports, and interventions to support all students at all levels In order for the school’s strategy and practices to align with the Effective column of Tenet 4, the school will ensure that teachers provide effective feedback to students based on the analysis of data and provide students with the next steps that lead to progress. 		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, teacher instruction will be customized, inclusive, motivating and aligned to the Common Core Learning Standards as measured by teacher observations, instructional rounds, inter-visitations, intra-visitations, and in-depth lesson planning. Teacher observations ratings will increase by 10% of teachers receiving Effective ratings in domain 3 and 1 of Danielson Framework.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>During professional development Mondays, staff will participate in trainings/workshops presented by colleagues, consultants, and administration</p>	<p>All teaching staff and Para-professionals</p>	<p>September 2015-June 2 016</p>	<p>Administration, teacher leaders, and consultants</p>
<p>Administration will present on Danielson Framework and best practices in all four domains.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Professional development companies (National Training Network and Generation Ready) will provide support to teachers</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>

that is aligned to the Danielson Framework.			

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.											
<ul style="list-style-type: none"> • Consultants and coaches that will offer professional development are various topics pertaining to areas where require training such as, guided reading, inquiry teams, using data to inform instruction, scaffolding and differentiating instruction • Professional resources and materials including the following books: 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
The Principal will collaborate with staff to create a system of protocols for programming teachers in the most effective way to meet the needs of all students. The administration will implement the school's observation plan and provide timely on-going evidenced based actionable feedback to staff that is directly aligned to establish criteria.		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the school administration will increase its data-driven mission for student achievement and social emotional health in collaboration with the school community, as evidenced in program development and implementation targeting students' needs by conducting cycles of observations and providing timely feedback to teachers on next steps for improved instructional practice. This will be evidenced by a 5% increase in student performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Through a clear and focused vision, the school administration will be organized around a common unified vision of creating instructional activities that are researched based, such as Inquiry teams by grade level</p>	<p>All staff</p>	<p>September 2015 June 2016</p>	<p>Principal, Assistant Principal, Grade Leaders</p>
<p>Teacher Teams will meet at least three times per week by grade and with administration one time per</p>	<p>All Staff</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Grade Leaders</p>

week to review assessment data, benchmarks and next steps			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school’s strategies for increasing parent involvement will include:</p> <ul style="list-style-type: none"> Utilization of current data to identify subgroups and analyze needs of individual students Planning and implementation of family outreach plan Progress reports, monthly calendars, newsletters by grade, phone calls through phone messenger Parent coordinator full time to support with parent engagement and workshops Identification of funding and resources to engage parents in their child’s education via workshops, events, monthly student of the month and attendance celebrations In order for our school’s strategy and practices to align with the concepts in the Effective column of Tenet 6, we will ensure that the school community fosters communication with students and parents around high expectations and student achievement. We will do this by providing tools on student learning and development to prepare students for college and career readiness. 		

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

By June 2016, home school partnerships will be strengthened and fostered with targeted communication and multiple opportunities for involvement in each child’s education as evidenced by a 40% increase in participation and improved parent satisfaction rates on the 2016 NYCDOE Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • 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? (include school, educational consultants and/or CBO staff)</p>
Open School Night	parents	September 17 th , 2015	Administration and Teachers
Publishing Parties in classes with students inviting parents	parents	Two to three throughout the school year	Administration and Teachers, Parent Coordinator

Technology Team to create a website including parents, teachers and other outside professionals	parents	Summer 2015- June 2016	Administration, teachers, Parent Coordinator
Smaller Museum Nights	Parents	Two per school year	Administration, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Hold-overs from the previous IEP, Newcomers, SIFE, students performing below level standards	F&P intervention reading program	Small group and one on one	During school day
Mathematics	Hold-overs from the previous IEP, Newcomers, SIFE, students performing below level standards	MDIS (Math Diagnostic Intervention System)	Small group and one on one	During school day
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	STH(students in temporary housing) family in crisis, ACS cases, long term ELLs	After-school program		

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.
<ol style="list-style-type: none"> 1. reated a hiring team composed of teachers and administration. This team has created an interview protocol to ensure the hiring of staff committed to our philosophy and values. 2. Strategies for hiring and retaining effective teachers : <ul style="list-style-type: none"> • Our school continues to maintain rigorous hiring practices which include interviews, demo lessons, and background checks. • Majority of our teachers are highly qualified for their positions based on an annual survey. • Administration team attends recruitment hiring fairs. 3. Teachers participate and benefit from the New Teacher Evaluation System and receive feedback, including actionable next steps and plans to support their professional growth. 4. All new teachers are assigned a mentor that assists them throughout the school year. 5. Teachers receive actionable feedback that is aimed to improve teacher practice. Teachers are offered support (professional development, inter-class visits, consultant support) if needed.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. Teachers attend in house professional development sessions, studying the ELA and Math CCLS. 2. At the conclusion of the observation-feedback cycle, teachers are offered differentiated professional development tailored to their needs. 3. Literacy and Math consultants provide targeted professional development and classroom support visits to support teachers in implementing the Common Core aligned curricula . 4. Teacher teams attend curriculum based trainings and turnkey the information to the staff.

5. The administration schedules interclass visits for teachers to observe best pedagogical practices.

6. Teacher teams meet daily (during their preparation period) to plan common core aligned ELA and Math units and lessons. The AIS and SETSS teachers work with the grade teams to ensure that all of the learners needs are being met.

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/information, early intervention services, etc.).

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 Measures of Student learning Team (MOSL) was established in June 2013. The team is comprised of the UFT chapter leader, the three administrators, and classroom and cluster teachers. The team reviewed several research based assessments and made selections based on the needs of our school and students. Professional Development on how to implement these assessments began during the August retreat and continues monthly. The MOSL team meets weekly and analyzes the assessments and results. This data is presented to the staff bi-weekly. The team also analyzed the NYS ELA and Math exam from 2014 to highlight power standards addressed. The team created and presented a document that highlighted the implications for teaching.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to 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	428,510.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	102,981.00		
Title III, Part A	Federal	13,404.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,538,998.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 333 THE MUSEUM SCHOOL</u>	DBN: <u>08x333</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>36</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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>3</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: _____ P.S.333x will offer a Title 3 after school program for ELLs beginning on November 19, 2014 and ending on January 29, 2015. The ESL and Bilingual Coordinator, a Special Ed.Bilingual teacher, and a Bilingual common branch teacher working along side a highly effective common branch teacher will facilitate the program. The NYSESLAT AMAO Data and the ELA assessments were analyzed for the ELLs and it was determined that the focus for support must be on Literacy for students who scored at intermediate and advanced levels. The purpose of the program is to increase and enhance the academic language and skills of these ELLs. Using ESL methodologies, the students will strengthen their English skills in the 4 language strands: listening, speaking, reading and writing thereby accelerating their overall academic achievement.Scaffolding instruction will include looking closely at reading text, note taking, use of graphic organizers, small group work for listening, reading and writing, looking at visuals (diagram maps) to write from,using sentence frames, paragraph and essay formats as well as editing writing. The program will meet every Wednesday and Thursday from 3:00pm to 5:00pm for a total of 17 sessions. Thirty six students, whose language proficiencies are intermediate and advanced, in grades 3-5 will participate. Priority will also be given to ELL students who have not shown movement or progress in the NYSESLAT and ELA state assessments. Materials will include a web based program for ELLs titled Imagine Learning, and the Empire Getting ready for NYSESLAT program for ELL/ESL. Students will utilized I Pads, laptops, and desktops during independent worktime. Instruction will be highly differentiated. Students will primarily work at their individual appropriate level but also work in small homogeneous groups design to optimally meet their needs.

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: _____ Starting November 14, 2014 the teachers, Ms. Casal, and Ms. Martinez and Ms. Pagan who will be running the after school program will meet with Ms. Pacheco, the Coordinator for the title 3 program, to discuss the program and they will also begin to analyze data, plan pacing guides and review schedule for the after school program. Every Friday from 3-4pm teachers will also receive professional development on analyzing student work and evaluating nyseslat simulations and interim assessment to guide their planning. We will meet to learn best ESL practices, plan and analyze data; a total of 8 sessions. The teachers will guide their planning by formal and informal data. Such as weekly and monthly data reports that are provided by the Imagine Learning program and ELL periodic assessment. Other forms of data include the Fountas and Pinell results. In addition, we will also provide professional development from an ELL consultant at this time it will be our network support Caterina Ditillo. All teachers of ELL students will also be invited to attend. Teachers that will attend include Ms. Barbosa, Ms. Casal, Ms. Pacheco,Ms. Harris, Ms. Martinez, Ms. Pagan, Ms. Valerio, Ms. Hall, Ms. Calzado, Ms. Hesch, Ms. Meneses, Ms. Mirdita, Ms. Caban, Ms. Girardi, Ms. Angenor, Ms. Escobar, Ms. Quinones, Ms. Sangosse, Ms. Meyers, Ms. Schury, Ms. Molina, Ms. Suarez, and Ms. Ehrlich. Topics

Part C: Professional Development

will include scaffolding vocabulary, analyzing and evaluating student writing on the NYSESLAT, teaching academic language, understanding the writing process and incorporating ESL strategies.

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: _____ The parents of those students who will be participating in the Title 3 program will be invited to attend the after school program from November 19, 2014 through January 29, 2015, from 3:00pm to 5:00pm with their child. The goal is to increase parent involvement and have the parents become part of the after school program but overall to learn English alongside their child. All the teachers (including Ms. Pacheco, Ms. Casal, Ms. Pagan and Ms. Martinez) who are leading the groups in the Title 3 program will guide the parents as well during instruction. Topics during the after school program will include the writing process, and strategies and skills to develop for reading comprehension. Parents will also be invited via email, telephone calls or in writing, to also attend other parent workshops the school offers such as breakdown of the NYSESLAT, ways to best support your child with Math and ELA for parnets of ELL students. These workshops will be conducted by our supervisor, Rosalinda Finiguerra-Garcia, Ms. Carmen Umpierre and Mrs. Pacheco-ELL Coordinator. These workshops will be offered during the PA meetings on the following Fridays: December 5th, January 9th, and February 6th. We will also ensure that in additon to backpacking translated notices, interpretation services will be offered to parents.

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, 	_____	_____

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.
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 08	Borough Bronx	School Number 333
School Name The Museum School		

B. Language Allocation Policy Team Composition

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

Principal Gabriela Hernandez	Assistant Principal Ms. Umpierre and Mrs. Garcia
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Mrs. Pacheco	School Counselor type here
Teacher/Subject Area Mrs. Ucar ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Gerena Luz
Related-Service Provider Mrs. Casal	Borough Field Support Center Staff Member type here
Superintendent Ms. Karen Ames	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	445	Total number of ELLs	119	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	0	1	1	0	0								0
Dual Language	0	0	0	0	0	0								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	119	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	33
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	23	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	38	1								0
DL										0
ENL	56		9	25		8				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	19		15	7										0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE Spanish	16	7																	0	0
SELECT ONE English	0	24																	0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	20	2	7	10	14								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1		2	1								0
Haitian				1										0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other SI/SQ MB	1	1	1	4										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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	2	5	4	3	6								0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)	11	10	7	2	3	4								0
Expanding (Advanced)	11	11	8	14	6	5								0
Commanding (Proficient)														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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT 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		2	2	5	1	2								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	1		1					0
4	10		1		1				0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			5		7				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)		1	2	1				
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.
 At P.S.333, we use Fountas and Pinnell early literacy assessments such as letter/sound recognition in English to assess ELLs. Students whose native language is Spanish are also given Fountas and Pinnell early literacy assessments in Spanish. The English NYSITELL and the Spanish Lab-r are also administered for students who are eligible for NYSITELL testing. It also helps us get a picture of an ELL's early literacy skills. ELLs also have 3 writing benchmarks tasks per year. Teachers also utilize, Teacher's College Reading and Writing Project letter and sound recognition, sight words assessments. We administer pre and post unit tests to see how much the students have grown. Every unit ends in a culminating projects where students work has been assessed through rubrics. In the transitional Bilingual classrooms, in grades k and 2 teachers also utilized the Estrellitas benchmarks to determine literacy skills in Spanish as well as to help the teachers form groups. These assessments show us that our ELLs need phonics instruction that highlights letter sound relations, word families, initial blends, and rhymes. We also value on the spot and informal assessments such as conferencing, guided groups notes. We incorporate chants, songs, rhymes in our everyday instruction. We use the data to plan the instruction, and to identify students who need extra support and intervention. Teachers also use the data to inform their grouping of the ELLs. The data also help the teachers design lesson plans to differentiate for all language needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to NYSITELL results in the modalities or performance levels are as follow: In kindergarten we have 7 beginners (entering), 12 intermediate (transitioning), 10 are advanced (expanding). In first grade, 2 intermediates (transitioning). In second grade, 3 beginners (entering). In third grade, 3 beginners (entering) and 1 advanced (transitioning). In fourth grade, 2 beginners (entering). In fifth grade, 4 beginners (entering). The NYSITELL data reveals that in kindergarten and fifth grade we tend to have the highest amount of beginners. For grades, 1-2, it varies. According to the NYSESLAT results the modalities or performance levels are as follow: In first grade, 2 beginners (entering), 10 intermediate (transitioning), 11 advanced (expanding). In 2nd grade, 5 beginners (entering), 7 intermediate (transitioning) and 8 advanced (expanding). In 3rd grade, we have 4 beginners (entering), 2 intermediate (transitioning), and 14 advanced (expanding). In 4th grade, 3 beginners (entering), 3 intermediate (transitioning) and 6 advanced (expanding). In 5th grade, 6 beginners (entering), 4 intermediate (transitioning) and 5

advanced). This data shows us that the majority of our ELLs are in the intermediate (transitioning) and advanced (expanding) levels. We also noticed that these particular levels (intermediate and advanced) are greater in the upper grades.

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

At P.S.333x, we utilize the AMAO tool to help us identify who are our ELLS, what language modality is their strength and what language modality do they need to continue to develop. We also utilize the AMAO tool to determine if there are any flags such as attendance issues, or if the students have been retained in their previous grades. We also utilize the tool to form action plans for the ELL classrooms, students, teachers and any Title 3 programs. The data have revealed that our ELLs perform higher on Listening and Speaking components of the NYSESLAT. However, they perform lower in reading and writing. Therefore, reading and writing skills are our instructional focus at P.S. 333. One of our school goals is to improve writing skills. Teachers are currently utilizing scaffolding strategies, they model reading through shared readings, close reading, and model writing skills in order to help students become better writers. In the upper grades (3-5) Expeditionary Learning program is being implemented. In lower grades (K-2), we are utilizing Teacher's College Reading and Writing Project units and minilessons in order to help students with their reading and writing skills.

4. For each program, answer the following:

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

A. In the ESL Program: ELLs in lower grades (K-1) perform better in tests taken in English as compared to the tests taken in Spanish. Students in upper grades (2-5) do better in Spanish Lab-r than NYSITELL. ELLs Transitional Bilingual Program: ELLs take Fountas and Pinnell Spanish running records and the ELE test in their native language (Spanish) as well as the Fountas and Pinnell in English. K and 2nd grade Transitional Bilingual ELLs also use Esterellitas program and its assessments. B.This school year the school in grades 3-5 utilized the ELL periodic assessment. The assessments are utilized to identify specific language needs our ELLs have and to form goals, grouping and instruction. C. The native language assessments that are used in our school is the ELE and F and P. We also provide the baselines for our ELL students in Spanish from estrellita for grades k and 2. These assessment are utilized to determine needs and differentiate instruction for our ELLs. These assesments have demonstrated that our ELLs need phonics instruction that highlights letter sound relations, word families, initial blends, and rhymes. For the upper grades 3-5, students who are in the beginning stage in English tend to do better in Spanish assessments if they arrive to school with a solid foundation in their L1. For those students in grades 3-5, whose L1 is not solid have not performed well in assessments.

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.](#)]

For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school leadership team and child study team determines additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- Bilingual education or English as a second language teacher recommendations
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language

At P.S. 333, we also use the NY state ELA and Math test results, periodic assessments, NYSESLAT scores, running records:Fountas and Pinnell, student IEPs, performance tasks, benchmarks, unit exams in order to track ELLs' progress. We offer RTI at three levels. TIER 1, TIER 2. TIER 3. We have two ongoing RTI teams at our school: Child study team and Student Implementation team. At TIER 1, Before students are referred to the intervention teams, teachers collect data and anecdotes about the progress of the child. Teachers provide the necessary intervention in the classroom. If progress is below grade expectations, they then refer the child to the intervention teams along with all the data and anecdotes. The classroom teacher, the ESL teachers and other support staff work together to identify the needs and the services required to help the ELLs during meetings. The child study team focuses on ELLs in general education. For our ELL students in Special Education classrooms we have our SIT or, Student Implementation team. At TIER 2, ESL, AIS, school psychologist and SETTS teacher pulls out the students who need TIER 2 services and provide small group instruction in guided reading, writing and math in grades 3-5. At Tier 3, AIS, ESL teachers, Pre K teacher and the SETTs teacher work one on one with the students who need more intensive intervention. Continuous progress monitoring is done on a 6 week interval to track student progress. At TIER 3, we provide intervention services as needed. The school also gets volunteer college students and parents to come and assist.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- On September 2015, P.S. 333 will launch its first Dual Language Program in Kindergarten . This program aims to help students to develop Spanish or English as a second language while they also continue to grow in their first language. In grades 1st -5th we continue to provide ESL services through a push in and pull out model as well as a 4th grade self contained ESI class and Bilingual transitional Programs. At P.S. 333 we also offer workshops in which the school staff get a chance to improve their understanding of second language development/acquisition. In these training sessions, we get an opportunity to explore the stages of second language acquisition, characteristics of learners at different stages of language proficiency. We explore questioning techniques, Webb's Depth of Knowledge Levels appropriate for each language proficiency. We share the best practices for a more effective second language instruction such as the SIOP model. The school leadership team also utilizes the Blue Print for ELLs to make sure we are in compliance with the State and City mandates. School staff is also encouraged to refer to the expectations from ELLs at different Proficiency levels developed by Gottlieb, 2006 and Capellini , 2005. Teachers are provided lesson plan templates, model lessons in which second language development is taken into consideration. Programs with ELL considerations are purchased for literacy skills, Math and content areas such as Expeditionary Learning, EnVisoN math, and FOSS for science. ELLs receive their mandated hours for ESL and native language. We believe supporting ELLs in their native language yields positive outcomes in second language development. We also provide our ELLs resources that are in their native language such as Spanish leveled libraries, Spanish trade books and Arabic dictionaries. We also provide Math and Social Studies textbooks in Spanish. Curriculum maps are developed with consideration for ELL academic social language needs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Starting September 2015, the students in the kindergarten dual language program will be assess in several ways: First any students who language is other than English stated on the Home language survey will take the NYSITELL assessment to determine ELL status. Any students who did not meet proficient or commanding will also take the Spanish lab. All students in dual language will also take the Fountas and Pinelle assessment in both English and Spanish to determine reading skills and abilities. Students will also take the Estrellita benchmark assessments to determine their Spanish reading skills and abilities.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The school evaluates the success of the ELL program by reviewing the AMAO set by the state for NYSESLAT. The school also discusses its current ELL programs and makes adjustments to programs during our instructional leadership meetings. The team looks at the result of periodic assessments and baselines assessments to see the success of the programs for ELLs. For example, this year we will continue to utilize the Estrellita Spanish program based on last year's data which showed a great improvement in Spanish reading. We will also continue to utilize the Fountas and Pinnell Spanish system to evaluate reading and writing skills. We also continue to utilize the Imagine Learning software programas we have seen through periodic progress reports that our ELLs have made gains. We use the Getting Ready for the NYSESLAT program since more than 60% of our ELLs made progress in the NYSESLAT levels.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. A licensed pedagogue (Mrs. Pacheco, ELL Coordinator and Mrs. Ucar, ESL teacher) completes the HLIS with the parent and ensure timely entry of this information into the designated ATS screens, like the ELPC. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the student's home language is English, the ELL

Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues. Mrs. Pacheco and Mrs. Ucar administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of:

- A school administrator: Mrs. Hernandez
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages: Mrs. Pacheco (ELL Coordinator), Mrs. Casal (IEP teacher) and Mrs. Ucar (ESL teacher).
- The student's parent or guardian . A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including the results of the individual evaluation which includes assessments administered in the student's home language. Also the LPT use information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review
- The principal must accept or reject this recommendation
- If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately.
- If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL. Within 5 school days of ELL determination, our school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which include the:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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).

At our school we have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined below to identify an ELL.

- Newly identified ELLs,
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. If any indication demonstrate eligibility to determine SIFE status we:

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

After Mrs. Pacheco (ELL coordinator) or Mrs. Ucar (ESL teacher) reviews and completes HILS and determines NYSITELL eligibility the following will take place for students entering P.S.333 with an IEPs. IF students for newly enrolled with IEP (from within the United States) and HILS and interview determines eligibility to take the NYSITell, The LPT (Language Proficiency Team) determine whether or not the child is . The LPT is minimally comprised of:

- A school administrator: Mrs. Hernandez
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages: Mrs. Pacheco (ELL Coordinator), Mrs. Casal (IEP teacher) and Mrs. Ucar (ESL teacher).
- The student's parent or guardian . A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including the results of the individual evaluation which includes assessments administered in the student's home language. Also the LPT use information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the

NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review • The principal must accept or reject this recommendation o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL. Within 5 school days of ELL determination, our school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which include the:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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.

The ELL coordinator (Mrs. Pacheco) with the assistance of the ESL teacher (Mrs. Ucar) ensures that the following protocols take place: Within 5 school days of ELL determination, P.S.333 inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), the following letters include (with school letterhead):

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter.

Parent orientations to view videos and select ELL program occur throughout the school year.

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

Beginning in the 2015-16 school year, 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 allows P.S.333, 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. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

P.S.333 initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel, Mrs. Pacheco or Mrs. Ucar (ELL coordinator and ESL teacher) of the student's abilities in listening, speaking, reading and writing in English.
7. Administration and ELL coordinator consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18

years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal (Mrs. Hernandez), parent, guardian, and/or student), the principal, must 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 and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

The Bilingual Coordinator (Mrs. Pacheco) in collaboration with the Parent Coordinator (Luz Gerena), administrators and teachers conduct Parent Orientation sessions throughout the school year where parents are informed of the ELL program choices for their child. Parents of students who are entitled based on NYSITELL and NYSESLAT results will be given an Entitlement or Continued Entitlement Letter. At these sessions, parents are once again informed about their choices and are given a Parent Survey an Entitlement letter-in their Native language. In addition, parents of students who scored at or above proficiency (commanding level) on the NYSITELL will be given a Non Entitlement Letter but will be entitled to receive ESL services. Parents of students who scored at or above proficiency level (commanding level) on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the parent orientation sessions a DVD is viewed by parents which further explains and demonstrates program choices. If needed a translated version is provided. P.S. 333 also informs the parents of the curriculum, academic expectation, assessments, specifically the NYSESLAT assessment and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a question/answer session, parents are given the Parent Survey and Program Selection form. The parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will be advised of their rights which is to go to the district office (enrollment office) to learn about the nearest school offering their program choice. The school principal, Mrs. Hernandez, will also contact the office of ELLs/enrollment to request for the department to find a school with that offers the parent choice. After each parent orientation, the Bilingual Coordinator will also monitor parent choices and keep the school principal abreast of parent choices. During these sessions, we ensure all parents' have an opportunity to talk to the ESL/ Bilingual coordinator to have a complete understanding of the programs available for their children. For those parents who did not attend the parent orientation, the default program in which their child will be placed is the Transitional Bilingual English program will be placed.

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

At the beginning of every school year, the RLAT report is generated through ATS and entitlement letters are generated in English and the parents' native language for those students who are entitled to receive ESL services. A copy of the letter is placed in our ELL binder for every ELL. We strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. We make calls home with the assistance of the Parent coordinator and the classroom teacher. This helps us ensure appropriate program placement within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions on Parent/Teacher School days/nights and on an individual need basis. The instructional programs for our ELLs, offered at PS 333 are a direct result of the parents' request, based on the completed parent survey and selection forms. The trend for parent choice of program for the past 2 years has been the Bilingual or ESL program. Also after each parent orientation, the Bilingual Coordinator will also monitor parent choices and keep the school principal abreast of parent choices. During these sessions, we ensure all parents' have an opportunity to talk to the ESL/ Bilingual coordinator to have a complete understanding of the programs available for their children. For those parents who did not attend the parent orientation, the default program in which their child will be placed is the Transitional Bilingual English program will be placed.

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

At the beginning of every school year, the RLAT report is generated through ATS and entitlement letters are generated in English and the parents' native language for those students who are entitled to receive ESL services. We strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. We make calls home with the assistance of the Parent coordinator (Luz Gerena) and the classroom teachers. This helps us ensure appropriate program placement within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions on Parent/Teacher School days/nights and on an individual need basis. The instructional programs for our ELLs, offered at PS 333 are a

direct result of the parents' request, based on the completed parent survey and selection forms. The ELL Coordinator keeps a list of all parent survey and program selection forms and tracks/monitors who has returned the survey.

9. Describe how your school ensures that placement parent notification letters are distributed.
Within the 10 day period after a student enrolled and administer the NYSITELL parents are notified of their child's status through entitlement or non entitlement letters, or phone calls. With the assistance of the parent coordinator and the ESL teacher letters are distributed to the students. A copy is also provided to administration and placed in ELL binder. A tear off is also collected which requires parents to sign the letter acknowledging the placement. Parents are also provided an orientation to complete the ELL program parent choice survey. For non entitlement and continuation of service letters are also distributed and collected with parent signatures and kept in ELL binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
At P.S.333x all ELL documentation are retained as follow:
After all HILS are completed by Mrs. Pacheco (ELL Coordinator) and Mrs. Ucar (ESL teacher) they are placed, by school pupil secretary, into student's cumulative records. Copies and tear offs of non-entitlement and entitlement letters are kept in the ELL binder in the ELL coordinator's office. Copies are also provided for administration to keep in their binders.
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.
Annually the coordinator prints out from ATS the RLER report to identify the ELL students who are eligible to take the NYSESLAT assessment. The Coordinator also utilizes the Department of Education ELL administrative calendar along with Assessment director's guide to ensure that all four components of the NYSESLAT are administered at the appropriate time. A team of teachers is formed to administer the speaking test. We hold a meeting on how to administer each component of the test. This team also attends the district workshop on NYSESLAT administration and scoring. At the beginning of April the speaking component of the NYSESLAT assessment is administered. The other 3 components are also administered throughout the month of April and submitted. During the month of May the written component is hand scored by the team and score grids are then submitted to the Department of Education. Every September the parents are informed of the final NYSESLAT report and their children's language proficiency level. The school community utilizes the data to form groups, placement and set goals. The school community also utilizes the NYSESLAT results to see if the school met the annual AMAO.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Every September, after the RLAT score are analyzed a continued entitlement and transitional support letters are distributed to parents. The letters are send home with a tear off and details how the school will continue to support their child at school. All parents must sign letter and return the tear off to school. A copy of the letters and tear offs are kept in ELL binder.
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).
After each parent orientation, the Bilingual Coordinator also monitors parent choices and keep the school principal abreast of parent choices. During these sessions, we ensure all parents' have an opportunity to talk to the ESL/ Bilingual coordinator to have a complete understanding of the programs available for their children. For those parents who did not attend the parent orientation, the default program in which their child will be placed is the Transitional Bilingual English program will be placed. After reviewing the parent survey and program selection forms we have noticed the following trends: Transitional Bilingual and ESL programs have been the instructional programs that parents of ELL in P.S. 33 have been choosing. Over the years, the percentage of ELL population at P.S. 333 has been 65% ESL and 34% Bilingual. We have 41 students in bilingual and 78 students in ESL programs. After the parents have chosen the desired ELL program during the parent orientation students are placed in the program. If the program the parents requested is not offered like a Bilingual or Dual Language program the school principal will send a request to the website ELLProgramTransfers@schools.nyc.gov. Records of those students requesting these programs will be kept in the main office. If there are 15 or more students with the same home language, and in the same or two consecutive grades, then the school will open a Bilingual program. Within 10 days the ELL coordinator will also complete the ELPC on ATS to track ELL placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

In the freestanding ENL Program : ELLs at beginner (entering) and low intermediate (Emerging) levels receive 360 minutes per week of 2 units of study in ENL, 1 unit of study in ENL stand alone (pull out) and 1 unit of study in ENL/ELA. For Emerging students .5 unit of study for stand alone services will be provided. .5 unit of study can be stand alone ENL or intergrated ENL/content area. Students who are at the intermediate (transitioning) level receive 180 minutes per week of 1 unit of study in ENL, .5 unit of study in ENL/ELA. .5 unit of study can be stand alone or intergrated ENL/content area. For advanced (expanding), ELLs receive 180 minutes per week of 1 unit of study of ENL, 1 unit of study in ENL/ELA or other content area. For proficient (commanding) ELLs students receive services for 2 years. .5 unit of study per week of integrated ENL in ELA or content area.
 - b. TBE program. *If applicable.*

In TBE Spanish programs in grades K, 2 and 3 (grouped heterogeneously), students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English, 25% home language is use by the end of the school year. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts. For entering and emerging students 1 unit of study for ENL (English as New Language) instruction, 1 unit of study in ENL/ELA instruction which is a total of 360 minutes per week. Also it must include, 1 unit of study in Home language arts (HLA) and a minimum of 2 units of study for bilingual content are subjects. For students in transitioning and expanding receive 180 minutes per week of ENL. .5 unit of study in ENL/ELA. .5 unit of study can be stand alone ENL or intergrated ENL/content area. It must include 1 HLA class and a minimum of 1 unit of study of bilingual content area subjects.
 - c. DL program. *If applicable.*

In September of 2015, students in the kindergarten dual language program will receive half of their instruction in English, and half of their instruction in the other/target language (Spanish) side by side. Language is taught through content areas as well as through literacy. ELLs in a dual language program will also receive the following ENL services from the classroom teacher: ELLs at beginner (entering) and low intermediate (Emerging) levels receive 360 minutes per week of 2 units of study in ENL, 1 unit of study in ENL stand alone and 1 unit of study in ENL/ELA. For Emerging students .5 unit of study for stand alone services will be provided. .5 unit of study can be stand alone ENL or intergrated ENL/content area. Students who are at the intermediate (transitioning) level receive 180 minutes per week of 1 unit of study in ENL, .5 unit of study in ENL/ELA. .5 unit of study can be stand alone or intergrated ENL/content area. For advanced (expanding), ELLs receive 180 minutes per week of 1 unit of study of ENL, 1 unit of study in ENL/ELA or other content area. For proficient (commanding) ELLs students receive services for 2 years. .5 unit of study per week of integrated ENL in ELA or content area.
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)?

At P.S. 333, we have bilingual transitional and ENL push in and stand alone (pull out) programs. ELLs in bilingual classes receive ESL services from their bilingual certified classroom teacher. ELLs in a regular classroom receive the following services: ELLs at beginning level (entering) and low intermediate (Emerging) levels receive 360 minutes per week of 2 units of study in ENL (English as a New Language), 1 unit of study in ENL stand alone (pull out) and 1 unit of study in ENL/ELA. For Emerging students .5 unit of study for stand alone services will be provided. .5 unit of study can be stand alone ENL or intergrated ENL/content area. Students who are at the intermediate (transitioning) level receive 180 minutes per week of 1 unit of study in ENL, .5 unit of study in ENL/ELA. .5 unit of study can be stand alone or intergrated ENL/content area. For advanced (expanding), ELLs receive 180 minutes per week of 1 unit of study of ENL, 1 unit of study in ENL/ELA or other content area. For proficient (commanding) ELLs students receive services for 2 years. .5 unit of study per week of integrated ENL in ELA or content area. In a Bilingual classroom, ELLs receive the following services: For beginners (entering) and emerging students 1 unit of study for ENL (English as New Language) instruction, 1 unit of study in ENL/ELA instruction which is a total of 360 minutes per week. Also it must include, 1 unit of study in Home language arts (HLA) and a minimum of 2 units of study for bilingual content are subjects. For students in transitioning and expanding receive 180 minutes per week of ENL. .5 unit of study in ENL/ELA. .5 unit of study can be stand alone ENL or intergrated ENL/content area. It must include 1 HLA class and a minimum of 1 unit of study of bilingual content area subjects.
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.

In our freestanding ESL program and in Transitional bilingual program: ESL and Bilingual teachers make content comprehensible using scaffolding strategies such as explicit vocabulary teaching, building a background, giving students sentence

starters having visuals and realia, use of technology, grouping, accountable 'talk'/discussions, use of manipulatives. Teachers have language goals as well as content goals. Teachers are encouraged to incorporate Common Core language goals in to their lesson planning. Monthly PLC meetings were held on how to use the Common Core Language standards as part of lesson planning.

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

Once a student is identified as an ELL, several evaluations take place. ELLs in our Transitional Bilingual program and ESL program are given Fountas and Pinnell in English and TBE both in English and Spanish 4 times a during the school. Estrellita benchmarks are also utilized to form goals, and groups (grades k-2).The estrellita program also has ongoing assessments throughout the school year. At the beginning and at the end of the school year students have to take benchmarks created by the NYC/teachers in either English or Spanish. For grades 3-5, ELA, and Science state exams are offered in both English and Spanish. Students are also always given the option to respond, summarize in their choice of language. Students are also provided translators during the Math and Science state exams.

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

At P.S.333, we administer the in house interim NYSESLAT tests for grades k-2. For grades 3-5 we administer the ELL periodic assessments. ELLs also take performance tasks in which students listen, speak, read and write in order to complete the task. Currently our ESL curriculum (REACH) also assess the ELLs in all these four modalities at the end of each unit.

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. Currently, we have 1 SIFE student in 4th grade. We currently have AIS plan for this student. She currently receives reading intervention 3 periods a day for ELA and 2 periods a day for Math during the week.

b. We have a newcomers club in which we provide ESL services to newcomer students as well as helping them adjust to school life and their life in New York. We utilize a program, In the USA for these new comers.

c. For developing ELLs, we provide ESL services which includes Tier 1 and Tier 2 interventions such as guided reading, small group instruction-AIS, Pull-Out intervention, and after-school program. For those students who still do not make progress, we always come up with a plan of action involving teachers and family during the Child Study meetings.

d. Currently we have only 2 fifth grade ELLs who completed 6 years of services. Our school conducts weekly Child Study meeting and the team of experts plan for these children. Currently, they receive mandated ESL services. Both of these students have an IEP and are receiving additional services per their IEP goals. In the event that a long term ELL enters our school, he/she will receive small group AIS literacy with the Bilingual/ ESL staff developer in order to bring them up to grade level. Technology will be used through laptops and the SmartBoard to aid them and receive a license to utilize the program, Imagine Learning. They will be enrolled in extended day and the ESL Imagine learning after-school program as additional intervention. Their parents will also be targeted for workshops and invited to participate in the Imagine Learning literacy after-school program.

e. Teachers of the former ELLs after 2 years of exiting ELL status receive ESL services for 90 minutes. Classroom teachers are encouraged and receive training in utilizing scaffold strategies for effective instruction to meet the needs of former ELLs. They are provided with picture dictionaries, bilingual dictionaries. Teachers are encouraged to teach vocabulary explicitly and build academic language. Teachers are encouraged to utilize CC language standards to develop a more structured approach in terms of second language acquisition. The former ELLs are also provided with time and setting accommodations during state exams.

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, must 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 and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

Chart 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?

Teachers of students who are ELLs and SWDs utilize either the Foundations or Wilson program to provide an enriched content. Teachers also utilize the Reach-language vocabulary program and the Imagine Learning program to further support the progress of these students. The Imagine Learning Software program is also utilized. Teachers also meet in inquiry teams, on a weekly basis-about 3 times a week to monitor progress and make adjustments accordingly to curriculum and planning. Many of these ELLs are also mainstreamed into a general educational setting during the school day to provide them with the opportunity for further rigor. Teachers utilize scaffold strategies to provide students with accessibility to content. Teachers utilize Common Core speaking and language standards in their planning. Specific strategies such as accountable talk and the use of sentence starters are utilized to enhance learning. Teachers use technology and listening centers to enhance listening and speaking language abilities. Teachers also utilize picture dictionaries, the frayer model, or other graphic organizers to scaffold reading and writing learning.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have a kindergarten grade ICT class that is taught by a Special Education Teacher which provides a less restrictive environment where ELLs with disabilities improve their English Language skills. The ESL teacher pushes in and out to provide services for those students. Teachers provide best practices to meet the needs of ELLs and SWDs. These practices include scaffolding lessons to provide accessibility to complex text, the use of visuals, technology, realia, graphic organizers, and many ESL 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

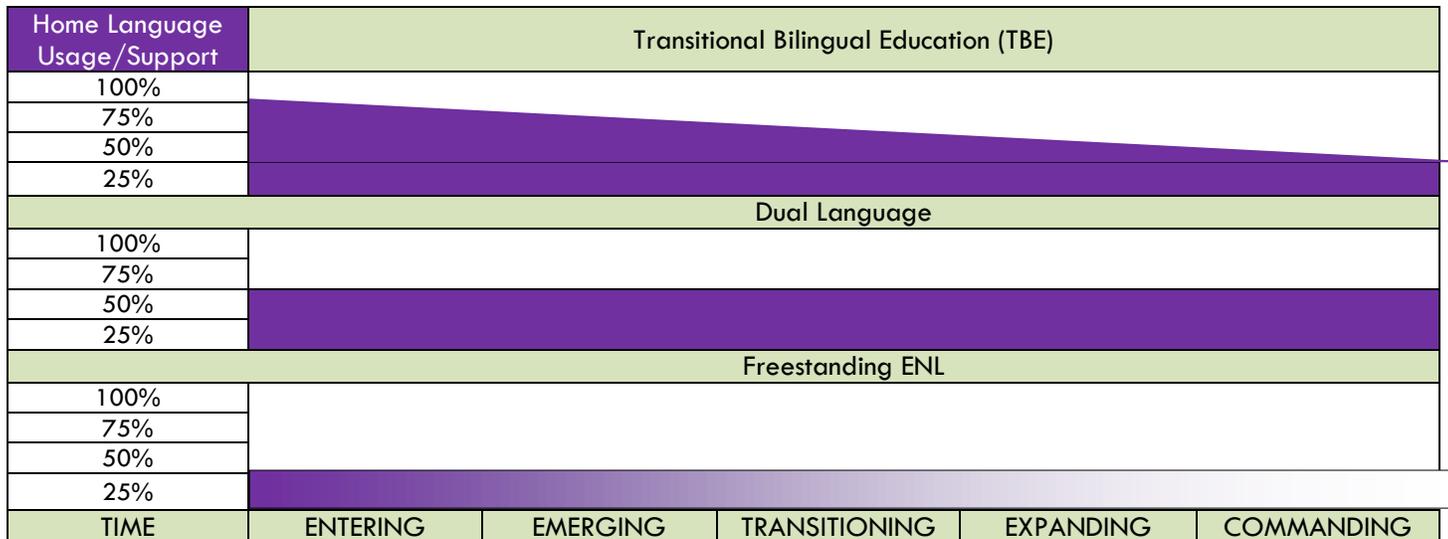


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Currently, we have several intervention programs that target our ELL population in all grades. For grades K-2, Ms. Benero, our AIS teacher works with our ESL and Bilingual students. She works with students who are at an intermediate and advance proficiency level and are being categorized as "At Risk." Ms. Benero services these students twice a week in a small group setting and once a week she pushes in to work with the whole class, which include new comers. Ms. Benero also works with the 2nd grade ELLs that are at intermediate or advanced proficiency level. She pulls out these students twice a week. Ms. Benero focuses on instruction is guided reading and guided writing, as well as, phonics. All instruction is provided in English. However, if translation for directions are needed in Spanish, Ms. Benero provides that support. Ms. Casal, our Bilingual SETTS teacher, provides services for ELA and Math for our ELLs in grades K-5. All ELLs are provided with the mandated minutes per IEP. Ms. Casal offers a wide range of interventions for ELA and Math in both English and Spanish. Some of these include guided reading, shared reading and writing as well as phonics. ELLs in grades 3 to 5 also receive AIS through guided reading. At TIER 1 and TIER 2, we also provide writing (AIS group) 4 days a week. For TIER 3, we also have Mr. Cadman, Enrichment Teacher, provide 1 on 1 intervention 4 times a week.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently, the NYSESLAT results show that more than 70% of our ELLs have made gains in their language proficiency levels. Therefore, we will continue to incorporate programs such as Imagine Learning and Getting Ready for the NYSESLAT program, as well as our current RTI program. We will also continue the literacy program titled REACH for our ELLs and In the USA Immigrant students to help our ELLs meet the Common Core demands.
12. What new programs or improvements will be considered for the upcoming school year?
In September of 2015, we will have a dual language kindergarten class. It will have 50 students. 25 ELLs and 25 non ELLs. Instruction will be taught in Spanish and English. We will utilize the programs, Reading Streets and Lectura de Calle. These literacy programs are specific for ELLs.
13. What programs/services for ELLs will be discontinued and why?
Currently we have no programs that will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Every year we make sure P.S. 333 offers a Title 3 after School program for ELLs in which an effective ESL instruction is provided incorporating technology (Imagine learning). Students also get an opportunity to practice the skills expected on NYSESLAT testing. ELLs are also invited to after school programs that aims to improve the ELA and Math Skills, preparation for the state tests.
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.
Newcomers utilize the program, 'In the USA ' in which they build language and vocabulary to adjust to their new school. The Fountas and Pinnell intervention reading program is also utilized for our newcomers. Computer Software such as Imagine Learning, Starfalls, NY Public Library Tumblebooks, Brainpop, Pebble Go, Discovery Education are utilized for instructional purposes for all of our ELLs. The REACH literacy program for ELLs and Getting ready for the NYSESLAT will also be utilized for our ELLs. Envision Math program (K-5), and Expeditionary Learning (grades 3-5) is also being utilized for our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the freestanding ENL Program : ELLs at beginner (entering) and low intermediate (Emerging) levels receive 360 minutes per week of 2 units of study in ENL, 1 unit of study in ENL stand alone (pull out) and 1 unit of study in ENL/ELA. For Emerging students .5 unit of study for stand alone services will be provided. .5 unit of study can be stand alone ENL or intergrated ENL/content area. Students who are at the intermediate (transitioning) level receive 180 minutes per week of 1 unit of study in ENL, .5 unit of study in ENL/ELA. .5 unit of study can be stand alone or intergrated ENL/content area. For advanced (expanding), ELLs receive 180 minutes per week of 1 unit of study of ENL, 1 unit of study in ENL/ELA or other content area. For proficient (commanding) ELLs students receive services for 2 years. .5 unit of study per week of integrated ENL in ELA or content area. However, the ESL teacher allows students to ask questions in their home language but answers the questions in English. Students are also encouraged to work with partners to help one another support their home language. Spanish level libraries are also available in classrooms. In TBE Spanish programs in grades K, 2 and 3 (grouped heterogeneously), students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English, 25% home language is use by the end of the school year. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts. For entering and emerging students 1 unit of study for ENL (English as New Language) instruction, 1 unit of study in ENL/ELA instruction which is a total of 360 minutes per week. Also it must include, 1 unit of study in Home language arts (HLA) and a minimum of 2 units of study for bilingual content are subjects. For students in transitioning and expanding receive 180 minutes per week of ENL. .5 unit of study in ENL/ELA.

.5 unit of study can be stand alone ENL or intergraded ENL/content area. It must include 1 HLA class and a minimum of 1 unit of study of bilingual content area subjects. P.S.333x, also has Spanish libraries available in the classrooms to support the ELLs home language.

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

Based on an analysis of the NYSESLAT, English and Spanish running records and ELE data ELL students are placed accordingly by service providers and teachers. Materials from the Estrellita program for grades K-2, Getting ready for the NYSESLAT program for grades k-5, Imagine Learning for grades k-5, REACH and USA are some resources that support the service being provided for our ELLs based on specific ages and grades. Currently, we have 3 ESL service providers and 3 Bilingual teachers. Our SETTS and AIS teacher also holds a Bilingual Extention certification.

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).

A booklet is prepared for newcomer ELLs in which they find the basic vocabulary for animal names, clothing, food, action verbs, numbers, greetings are put together. As soon as the school year begins ESL teacher pulls out the newcomer ELLs and uses the program, 'In the USA' in order to help them learn basic language to survive in the first few weeks of the school year. Parent coordinator guides and offers help to the families in adjusting to their new life. Translation services and parent letters in other languages are utilized in order to communicate with these families. ESL teachers follow a pull out and/or push in model in order to better serve the new ELLs and orient the students to the school by providing survival English.

19. What language electives are offered to ELLs?

N/A

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)?

In September of 2015, we will have a dual language kindergarten class. It will have 50 students. 25 ELLs and 25 non ELLs. Instruction will be taught in Spanish and English. We will use the side by side model. We will utilize the programs, Reading Streets and Lectura de Calle. These literacy programs are specific for ELLs. The Core content will be taught in English and Spanish. Both languages will be taught at the same time. Both teachers will teach ELA, Science, Math, Social Studies. The ESL certified teacher will provide mandated services to the ELLs. The Bilingual certified teacher will provide Spanish as a Second language services to the Non-ELLs simultaneously.

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.)
 1. Teachers of ELLs (Mrs. Pacheco, Mr. Valenzuela, Mrs. Valerio, Mrs. Martinez, Ms. Meneses, and Ms. Calzado) will attend professional development provided in school as well as outside the school on a monthly basis. Teachers of ELLs will attend Professional development provided by the NYC ELL department and our current network. All other clusters teachers of ELLs will also attend Professional development provided in house and by the Department Of Education ELL department.
 2. Such professional development will include utilizing ESL strategies in Math, Reading in all content areas, incorporating the Common Core language standards when planning, and scaffolding effective lessons using ESL strategies. Teachers will also attend a series of workshops that will focus on discussions and questioning techniques in math aligned to Common Core Language Standards provided by administration, the school, and the network team.
 3. Currently our school provides the ELL staff assistance with students that move from elementary school to middle school by providing resources that are translated for parents and students to understand the process of the transition.
 4. The school provides the mandated 7.5 or 10 hour ELL training in many ways throughout the school year. Teachers attend ELL pds provided by certified ESL in house staff, and attend network/central office of ELLs Professional development.
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?

At P.S.333x we conduct weekly ELL PLC meetings that includes professional development. Teachers receive training such as looking at Common Core Language Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Currently our school provides the ELL staff assistance with students that move from elementary school to middle school by providing resources that are translated for parents and students to understand the process of the transition. If translation is needed in a particular language the DOE translation services is utilized and all forms are provided in the prefer home language.
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.

At P.S.333x, we provide a minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 154. The professional development whether provided in house or in attendance with the ELL department is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. All professional development agendas, and sample power point presentations or artifacts are housed in our ELL binder and our monthly professional development binders.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At P.S. 333 we encourage the parents of ELLs to become a partner in their children's education. We offer ongoing parent orientations for newly enrolled ELLs. We offer parental workshops on the NYSESLAT. During these parent meetings we share best practices to use at home. We provide resources, like questions to ask their child at home. These resources are translated in the prefer language. The parent meetings also discuss language development progress and language proficiency assessments and next steps the school will take to help the students. We will also offered ESL and computer literacy classes to the parents of ELLs. Parents of ELLs are invited to attend meetings in which they will help the school administration make crucial decisions like curriculum and training. Our parents have been trained in the use of thinking maps. The thinking maps and all the tools have been translated in the prefer language of the parent to help their child meet the needs in all content areas. ELL parents have been invited and have attended after school programs together with their children. P.S. 333 offers numerous opportunities in which parents can join as active partners. These are: Curriculum Nights, Young Authors Night, Museum Night, School Assemblies, father and daughter dance, Mother and Son dance. We currently have parents who volunteer their time in school activities.

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

At P.S. 333 we individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings are provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes our ELL school staff to inform the parents or guardians about the child's language development in all content areas in English and in the child's home language for those students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Our schools record attendance and is kept in our Parent binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. A specific activity that foster parental involvement for parents of ELLs in our school is the use of thinking maps at home. Parents have been trained to use the thinking maps with their child at home. Parents also participate in the afterschool program with their child. Parents develop their English language skills along with their child.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have partner with such programs like Astor, Urban Health Plan (in school medical), Literacy Inc., Boys Scouts and Police Academy league. These organizations provide services to parents of ELLs as well as provide preventive services.

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

In September and throughout the school year, we have parent orientations and curriculum nights. Here we share goals and NYSESLAT results or language needs/progress with our ELL parents. We also conduct parent surveys to evaluate the needs of our parents of ELLs. The school parent coordinator also conducts her own parent surveys and provides the school administration team, which includes the ELL coordinator with feedback from the parent surveys. Monthly parent meetings take place and all minutes are discussed with School Leadership Teams and are also shared with the school community. The leadership team meets to discuss needs of parents and creates next steps for the school community.

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

Through surveys, Title 1 data, parent feedback sessions, meetings with parent teacher association/parent coordinator and weekly parent meetings have provided us with the needs of our parents. At P.S.333 we strive to meet the needs of our parents. Our parental involvement activities include, provisions of uniforms and school supplies. We also work with the community based organization like Astor to help meet the emotional, behavioral and psychological needs of our students and their families. Astor also provides preventive services for our families. We also house the Urban Health Plan clinic at our school. Here students receive medical services, such as vaccinations, and yearly physicals.

D. Additional Information

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

Paste response here:

School Name: P.S.333x The Museum School**School DBN: 08x333**

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)
Gabriela Hernandez	Principal		6/24/15
Carmen Umpierre	Assistant Principal		6/24/15
Luz Gerena	Parent Coordinator		6/24/15
Nancy Pacheco	ENL/Bilingual Teacher		6/24/15
	Parent		
Mrs. Gulay Ucar/ESL teacher	Teacher/Subject Area		6/24/15
Mrs. Anabel Casal/SETTS IEP	Teacher/Subject Area		06/24/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Rosalinda Garcia	Other <u>Assistant Principal</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08x333** School Name: **The Museum School**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

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

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

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

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

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

When a parent enters our school building to register a student, the school secretary makes contact with the Bilingual Coordinator or trained pedagogue to quickly identify whether a language interpretation/translation service is required. Language interpretations can be provided by the school or the translation and interpretation unit. Upon evaluation by the coordinator, she determines whether the parent need further assistance with translation and or oral interpretation. If the parent does not speak Spanish the office makes contact with the translation and interpretation unit for further assistance. The coordinator, parent coordinator and most of the staff in the main office speak Spanish; which is the major language spoken at our school. They translate or interpret any information to that parent in Spanish. According to our data, the ATS reports, completed HILS forms and LAB-R information shows that Spanish is the major language at PS 333. Any letters send from our school is also provided in English and Spanish.

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.

Currently in our school we have 445 students. According to the Home Language Report for our school student population consists of the following:

- 250 English speaking students
- 173 Spanish 1. French 1. French-KHMER
- 3 Mandinka 2. Fulani 2. Haitian Creole

- 2 Soninke .1 Swahili 1.TWI
- . 7 Arabic .2 Wolof

In order to meet the needs of the different types of languages the school utilizes translation and interpretation unit services provided by the DOE. The school also utilizes the language translation kit for parents to guide the school with providing the necessary support for our parents. The school community which includes administration, teachers and parent coordinator are aware of the language needs of our school via parent newsletters and its report findings that are discussed in committees.

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 following documents are translated and disseminated every year at P.S.333x: Calendars, parent teacher conferences, school announcements, school events-trips or shows, afterschool letters, classroom or grade newsletters. Overview of student curriculum is also translated and all letters from the school leadership.

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.

The following are formal and informal interactions the school typically has with our school parents: curriculum nights events, parent-teacher conferences, weekly parent meetings and home visits by family worker. Other types of informal interactions includes phone call by school teachers, administrators, attendance teacher and counselor. If any interpretations are needed either a staff member is utilized or the interpretation/translation unit/department is contacted.

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.

Each parent whose primary language is other than Spanish or English at our school we will contact the translation and interpretation unit via phone for assistance. All written communication between the home and school is distributed in both English and Spanish. However, in special cases where the language is not English or Spanish we will utilize the resources-language translation and interpretation kit- that was provided by the Department of Education as much as possible to ensure that parents are notified about issues of safety and instruction in their Native Language. Many compliance documents that have been translated and provided for at the schools.nyc.gov site will also be utilized to help meet the needs of our parents prefer language.

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

Oral interpretation will be provided by the bilingual (Spanish) Parent Coordinator, with the assistance of interpreters from the Translation and Interpretation Unit via phone when the need arises. Oral interpretations will be available during curriculum nights, parent meetings, parent workshops and parent-teacher conferences. Since most of our families and a high percentage of our staff are Spanish speaking, it is easy to communicate. For those families that speak other languages the school will reach out to members of the community who would be willing to provide interpretation services during these events or utilize the translation and interpretation services provided by the DOE.

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.)

The language access coordinator provides in September the following resources: T and I brochure, language ID guide, language palm card. Teachers will also receive the phone number of the interpretation service unit.

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

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities. All written communication between the home and school is

distributed in both English and Spanish. However, in special cases where the language is not English or Spanish we will utilize the resources-language translation and interpretation kit- that was provided by the Department of Education as much as possible to ensure that parents are notified about issues of safety and instruction in their Native Language. Copies of chancellor regulations A-663 will be made available to all staff and parents.

Part F: Monitoring and Quality Control

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

The school will gather parent surveys at the beginning and at the end of the school year. Surveys will also focus on the quality and availability of translation and interpretation services. These surveys will help P.S.333 monitor the progress for these services.