

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X335

School Name:

THE ACADEMY OF THE ARTS

Principal:

GLORIMER LOPEZ

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS335 – The Academy of the Arts School Number (DBN): 08X335
Grades Served: Pre-K -5
School Address: 888 Reverend James A. Polite Avenue
Phone Number: 718-860-3401 Fax: 718-860-4290
School Contact Person: Glorimer Lopez Email Address: Glopez6@schools.nyc.gov
Principal: Glorimer Lopez
UFT Chapter Leader: Robin Barron
Parents' Association President: Nakia Colon
SLT Chairperson: Robin Barron
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): n/a
n/a

District Information

District: 8 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-2760

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10456
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Glorimer Lopez	*Principal or Designee	
Robin Barron	*UFT Chapter Leader or Designee	
Nakia Colon	*PA/PTA President or Designated Co-President	
Tanya Sands	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Eileen Fitzgerald	Member/ Teacher	
Jaime Barron	Member/ Teacher	
David Barone	Member/ Teacher	
Mary Miranda	Member/Teacher	
Carolina Valencia	Member/ Parent	
Evelina Ramirez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Leticia Campos	Member/ Parent	
Maria Najera	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 335 – The Academy of the Arts is located in District 8 and is co-located with PS 333. Currently we enroll 292 students from Pre-k through 5th grades. Our small school community affords Administration and all staff members to engage with all students and get to know them individually. Our student demographics demonstrate 67% of our students are Hispanic, 30% Black, 1% White and 1% Asian. 52% are male students and 48% are females. Of our student population, 25% of our students have IEPs

PS 335 offers Gen Ed Classes, ICT support services in 2nd and 5th Grades; and 12:1 support services through bridged classes in K/1; 2/3 and 3/4/5 for our students. Our ENLs are serviced through an ESL pull out program using both instructional materials through UBD Curriculum and Imagine Learning Software.

The Instructional Focus of PS 335 is that Students will strengthen their critical thinking skills by engaging in activities that are both cognitively challenging and accessible. Through our professional learning and Inquiry cycles, we strive to increase lesson rigor and strategically use data to increase student achievement.

Our mission at PS 335 is Hard Work Today...Results Tomorrow. We believe that through hard work, perseverance and positive behavior intervention services, our students will be successful. We have implemented Ready Gen and Go Math! Our core instructional programs. Our goal is to ensure that students are immersed in a curriculum and instructional activities that are common core aligned, cognitively challenging and rigorous.

For the academic year 2015-2016, PS 335 will also incorporate instructional software through Mathletics, Starfall, I-Ready and Success Maker to support both ELA and Math curricula and the individual needs of our students.

Our school continues our partnership with Elevate NY, which allows our 3rd through 5th grade students receive peer mentoring by High School students who attend a nearby community high school. Elevate NY also includes activities that discuss college and career readiness with our 3rd through 5th grade students.

This year we will also continue our partnership with NY Road Runners club and continue to provide our students with health and fitness opportunities within our school building. Our partnerships with Urban Health and Astor Mental Health Services will continue to provide our student and school community with on-site medical, dental and mental health support

08X335 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	293	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		89.1%	% Attendance Rate	90.2%
% Free Lunch		90.9%	% Reduced Lunch	5.5%
% Limited English Proficient		12.8%	% Students with Disabilities	22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.2%
% Hispanic or Latino		66.1%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White		0.7%	% Multi-Racial	0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.06	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	8.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.3%	Mathematics Performance at levels 3 & 4	23.7%
Science Performance at levels 3 & 4 (4th Grade)		71.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		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.

Part 1 – Needs Assessment

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

According to the 2014-2015 Quality Review report, it was evident that there is an uneven application of differentiation and instructional strategies to provide appropriately challenging and rigorous learning opportunities that promote high achievement. According to the Framework for Great Schools 2015, our area of need was Rigorous Instruction, with a score of 49 out of 100. When reflecting on this feedback, it was apparent that our teachers demonstrate differentiation in tasks and instruction targeted towards struggling students. It was also evident that differentiation was not consistently evident school wide. Lesson plans, tasks and end of unit assessments are now being incorporated into our curriculum planning for students who are at or above grade level.

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will provide differentiated learning opportunities and assessments for students that are at or above grade level as measured by student work products, and NYS ELA and NYS Math scores reflecting Level 3 & 4.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All teachers will engage in a study of 3d (Assessment in Instruction) to deepen their understanding of formative assessment and its relationship to differentiation.	K-5 Students, ELLs, SWD	9/9/15-6/28/16	Teachers, Clusters and Administration
Teachers will engage in a book study around differentiation and use the inquiry model to evaluate the impact of various strategies.	K-5 Students, ELLs, SWD	9/9/15-6/28/16	Teachers, Clusters and Administration
Teachers will use Google Apps for Education as a tool to collaborate on the development of differentiated lesson plans and assessments	K-5 Students, ELLs, SWD	9/9/15-6/28/16	Google App Group; Administration
Teachers will utilize one (1) Monday per month to engage in data analysis to inform instruction and differentiation.	K-5 Students, ELLs, SWD	9/9/15-6/28/16	All Teachers; Administration
Teachers will be provided with opportunities for Professional Development through in-house coaching provided by consultants, in order to improve their best practices along curriculum planning and assessment	K-5 Students, ELLs, SWD	9/9/15-6/28/16	All Teachers, Clusters; Administration
Saturday Academy provides additional support in ELA and Math to students who scored a Level 1 in NYS exams	3-5 grade students; ELLs; SWDS	12/1/15 - 3/19/16	Teachers; Administration
After-School Program, using SuccesMaker Software will provide additional support in ELA to students who scored above a Level 2	3-5 grade students; ELLs; SWDS	12/01/15 - 2/26/16	Teachers; Administration

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.
Schedule adjustments will be made to allow for teacher teams to meet during common planning periods
Per Session monies will be scheduled for After School hours opportunities for all teachers

Monday Professional Development Calendar will include a cycle of inquiry so that teachers can meet and discuss student data

Monies will be scheduled for Absence Coverage to allow teachers to attend outside Professional Development opportunities so that they can turnkey best practices to all staff members.

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

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

Part 5 – Progress Monitoring

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

By February 2016, 40% of students will demonstrate proficiency (level 3 or 4) on the NYS ELA and Math simulation assessment.

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

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

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

Part 1 – Needs Assessment

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

According to the Framework for Great Schools Report 2015, PS 335 scored a 94 in Classroom Behavior under the Supportive Environment Domain. Although PS 335 scored above the city average of 85, we will continue to improve upon Classroom Behaviors to ensure our students are supported, that students feel safe and challenged by their teachers and peers.

Part 2 – Annual Goal

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

By December 2015, 100% of classrooms at PS 335 will implement Class Dojo, an online Behavior Management system and will incorporate communication strategies (through Class Dojo) in order to keep parents informed of student behavior, as measured by teacher accounts, classroom displays and percentage of parent registrations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
100% of classroom teachers will use ClassDojo to monitor daily student behavior and provide parents with daily summary reports	K-5, ELLs, SWDs	9/9/2015 - 06/28/16	Classroom Teachers; Clusters; Administration

PS 335 will continue to provide PBIS Incentive Activities at the end of every month as a reward for student behavior	K-5, ELLs, SWDs	9/9/2015 - 06/28/16	Classroom Teachers; Clusters; Administration
Astor Mental Health on-site provider will continue to support student and families via referral process	K-5, ELLs, SWDs	9/9/2015 - 06/28/16	Classroom Teachers; Clusters; Administration; Astor Mental Health; SBST Social Worker
Elevate NY - a peer-mentoring program will provide weekly in-classroom peer mentoring services to students	3-5 grade; ELLs; SWDs	12/01/15 - 06/28/16	3rd - 5th grade Teachers; Administration
Guidance Counselor will support at-risk students and provide Teachers with supportive strategies through a De-Escalation workshop	K-5; ELLs; SWDs	9/9/15 - 6/28/16	Classroom Teachers; Clusters; Administration; Paraprofessionals; Guidance Counselor
PS 335 will begin a collaborative relationship with Non-For-Profit Organization - Friends of the Children to support students with behavior	K-5; ELLs; SWDs	12/1/2015 - 06/28/16	Classroom Teachers; Clusters; Administration

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.											
De-Escalation strategies will be done through a lunch and learn workshop; Class Dojo set-up for classrooms will be done through common planning prep periods already scheduled and after-school hours; as well as through Parent Engagement activities on Super Tuesdays											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By December 15, 2015, 100% of classroom teachers will have registered for a Class Dojo account, as assessed through Administration surveys.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

We are proud that our area of celebration for our 2014-15 Quality Review was in indicator 4.2 - Teacher Teams and leadership development. We would like to build on this strength by incorporating technology into professional collaborations. Teachers expressed a need for more vertical communication. The Framework for Great Schools 2015 demonstrated that in the Collaborative Teachers section, our school scored a 72 out of 100, we will continue to implement strategies and processes to further improve on Teacher Collaboration .

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will engage in structured, vertical team collaborations as measured by Inquiry Cycle Calendars and Agendas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will use Google Apps for Education as a tool to collaborate through sharing Instructional Map</p>	<p>K-5 Students, ELLs, SWD</p>	<p>9/9/15 – 6/28/16</p>	<p>All teachers, Clusters; Administration</p>

Dedicated Google Drive/Docs space for all teachers to post and share Teacher Team/Inquiry notes; data; findings, next steps, etc.	K-5 Students, ELLs, SWD	9/9/15 - 6/28/16	All teachers, Clusters; Administration
Selection of a school-wide Inquiry Protocol to ensure a cohesive and systematic approach for looking at student work and data	All Teachers	9/9/15 – 10-31-15	All teachers, Clusters; Administration
The Professional Learning Committee (PLC) will prepare a year-long plan. The plan will be monitored and reviewed regularly following the collection of Advance Data and Staff Feedback	K-5 Students, ELLs, SWD	9/9/15 - 6/28/16	All teachers, Clusters; Administration
Book Study of Teach Like a Champion 2, to provide ongoing collaboration of strategies used in all classrooms	K-5 Students, ELLs, SWD	9/9/15 - 6/28/16	All teachers, Clusters; Administration
Following each PD Opportunity, Teachers will be provided with an online QR Code based survey in order to provide instant feedback on Learning	K-5 Students, ELLs, SWD	9/9/15 - 6/28/16	All teachers, Clusters; Administration

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.											
Purchase the book – Teach Like a Champion for all teachers and clusters											
Schedule staff developer from Generation Ready											
Schedule Staff developer from NTN											
Utilize Danielson Framework and Advance for teacher evaluations to monitor professional growth											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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

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

Part 1 – Needs Assessment

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

The 2014-2015 School Quality Snapshot demonstrated a 95% score on Effective School Leadership. PS 335 will continue to communicate our school vision and align our vision with District wide goals. Curriculum and Instruction will be a focus as PS 335 begins to develop four (4) Writing Units that are aligned to Common Core Standards.

Part 2 – Annual Goal

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

By June 2015, every grade will have developed four (4) Writing Units aligned to Common Core Learning Standards and reflect District Wide goals

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Purchase Units of Study for All Classroom Teachers, Principal and Assistant Principal	All Staff	9/9/15 - 6/28/16	K-5 teachers, Clusters; Principal, Assistant Principal
Purchase Writing Pathways for All Classroom Teachers, Principal and Assistant Principal	All Staff	9/9/15 - 6/28/16	K-5 teachers, Clusters; Principal, Assistant Principal

Educational Consultants (Generation Ready) will provide on-site coaching and Professional Development along Reading and Writing	All Staff	9/9/15 - 6/28/16	K-5 teachers, Clusters; Principal, Assistant Principal
Differentiated and Tiered Professional Development will be provided to new teachers	All Staff	9/9/15 - 6/28/16	K-5 new teachers, Clusters; Principal, Assistant Principal
Administration will staff bi-monthly to discuss progress of writing curriculum	All Staff; Principal Asst. Principal	9/9/15 - 6/28/16	K-5 new teachers, Clusters; Principal, Assistant Principal
Teachers, Principal and Assistant Principal will be provided with opportunities to attend outside Professional Development provided by District 8	All Staff; Principal Asst. Principal	9/9/15 - 6/28/16	K-5 teachers, Clusters; Principal, Assistant Principal
Written or verbal feedback to Teachers within forty-eight hours of observation	All Staff	9/9/15 - 6/28/16	Administration
Teachers will be given next steps and follow up after each observation	All Staff	9/9/15 - 6/28/16	K-5 teachers, Clusters; Principal, Assistant Principal

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		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

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

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

Part 1 – Needs Assessment

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

Our school has struggled with parent attendance at workshops this year. In spite of an increase in parent communication resulting from the use of Class Dojo (a form of online, daily communication with parents) physical presence is still lacking. The Framework for Great Schools Report 2015 showed that our Strong Family-Community Ties score was a 61 out of 100. Our 2014-2015 NYC School Survey indicates 86% of parents and teachers expressed positive responses to Strong Family Community Ties.

Part 2 – Annual Goal

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

By June 2016, PS 335 will demonstrate a 10% increase in Parent Attendance at workshops for parents as measured by attendance/sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
100% of Classroom teachers will use Class Dojo to post upcoming Tuesday Parent Engagement Activities and school wide celebrations so that all parents are informed.	Families	9/9/15 – 6/28/16	Classroom teachers, Parent Coordinator and Administration
Parent survey will be conducted in October using digital QR code that can be scanned via cell phone to provide ease of access for parents.	Families	9/9/15 – 6/28/16	Parent Coordinator, PA President, Classroom Teachers and Administration
All Staff members will utilize Parent Engagement Time on Tuesdays to schedule celebrations of student work.	Families	9/9/15 – 6/28/16	Classroom Teachers; Guidance Counselor; Parent Coordinator; Administration
All Staff members will utilize Parent Engagement Time on Tuesdays to schedule workshops where parents can learn additional strategies or “Make and Take” supports to be utilized at home with their children.	Families	9/9/15 – 6/28/16	Classroom Teachers; Parent Coordinator; Administration
Additional Activities to engage other family members, such as Grandparent’s Club; Father’s Day Dance, etc. will be incorporated and planned to engage families.	Families	9/9/15 – 6/28/16	Classroom Teachers; Parent Coordinator; Administration
Parent Workshop on basic Dolch/Sight Word Recognition in order for Non-English speaking or reading parents	Families	9/9/15 – 6/28/16	Early Childhood 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.
<p>Schedule Adjustments to Tuesday Parent Engagement Activities will be planned for targeted Tuesdays for Parent Meetings and Parent Workshops.</p> <p>Smartboard has been purchased in order to provide parent Workshops using technology and to provide additional resources they can utilize at home to improve student outcomes.</p> <p>Tuesday Parent Engagement time has also been scheduled for parents to create a NYC School account in order to be able to access their child’s data and be able to communicate with teachers about their child’s academics.</p>
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Parent sign in sheets will be analyzed in January 2016 for a minimum of 5% increase in order to assess which parents are attending (which grade is being represented more often and use this data to target specific parent population (SWDs; ELLs; Temp Housing, etc.)</p> <p>Parent feedback/surveys after all activities to monitor parent satisfaction with events and receive feedback on future ideas of parental interest.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	1) Performance level on State Exam 2) Holdover Status 3) Student portfolio 4) F&P Assessment 5) Teacher/Parent Recommendation 6) Foundations Assessments	1) SuccessMaker (software) 2) Imagine Learning 3) Guided Reading 4) Foundations 5) StarFall 6) Guided Reading 7) Interactive Reading 8) I-Ready (Software)	1) Small Group Instruction 2) One-to-one tutoring 3) Technological supports	During and after-school
Mathematics	1) Performance level on State Exam 2) Holdover Status 3) Student Portfolio	1) Mathletics (Software) 2) Tenmarks (software) 3) Strategic groupings 4) I-Ready (Software)	1) Small Group Instruction 2) One-to-one tutoring	During and after-school
Science	1) Performance level on State Exam 2) Student Portfolio	1) Teacher created materials 2) Foss Kits	1) Small Group Instruction 2) One-to-one tutoring	During and after-school
Social Studies	1) Student Portfolio	1) Teacher created materials	1) Small Group Instruction 2) One-to-one tutoring	During and after-school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1) OORS Incident Frequency 2) Teacher Anecdotal 3) Parent/Teacher Recommendations	1) PBIS 2) Cool-down techniques 3) Coping strategies 4) Counseling "Check-In"	1) Individual and/or group counseling	During school
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Teacher Candidates are screened and selected from NYCDOE Open market system and Teacher Finder.</p> <p>Interview and Hiring committee is formed with staff, and chaired by the Principal</p> <p>Interview and Hiring committee interviews each candidate</p> <p>Teacher Candidates prepare and deliver a demo-lesson viewed by the Hiring Committee</p> <p>Interview and Hiring committee discusses and provides feedback on each candidate to the Principal</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Assign Instructional Support Mentors</p> <p>Differentiated Professional learning based on Advance and Danielson Data</p> <p>Alignment of Teacher Practice and professional learning activities with Professional Goal Plans</p> <p>On Site Professional Learning as Needed</p> <p>Professional Learning opportunities through Outside Consultants</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	\$239,903.00	X	11., 15, 19
Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$11,200.00	X	11, 15
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$1,820,379.00	X	11, 15

¹Explanation/Background:

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS335**, 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. **PS335** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

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

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

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

School-Parent Compact (SPC) Template

PS335 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Academy of the Arts</u>	DBN: <u>08X335</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>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The Title III After-School Program will begin in January of 2015. The program will consist of English Language Arts and Math Instruction for both General Education and Special Needs ELL students. The objective of the program will be to build oral language fluency, increase fluency, increase academic vocabulary, improve writing skills, increase reading comprehension and improve problem solving skills in mathematics.

Our Literacy Program will be broken down into several components:

- Technology – The Imagine Learning software program will be used to support ELLs who have been identified as Beginner or low Intermediate on either NYSITELL or NYSESLAT. (The NYSESLAT AMAO Data and the ELA assessments were analyzed for the ELLs and it was determined that the focus must be on literacy for students. Imagine Learning incorporates oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Baseline assessments and checkpoints built into the program ensure that students receive the instruction and support based on their individual needs. Additionally, first language support provided that is gradually reduced, as students become more proficient in English, ensures that ELLs are engaged and learning while using the program which is monitored by the teachers and data utilized to drive instruction.

- Guided Reading – To further support ELLs with their reading skills, teachers will have small guided reading groups. Baseline assessments including running records will be used to determine the focus and starting point for each guided reading group. Teachers will use NY READY in conjunction with ESL teaching methodologies to support students in improving their English reading skills. Students will be assessed frequently to determine which strategies are weak so that further guided instruction can be administered. Instruction will be highly differentiated. Students will primarily work at their individual appropriate level but also work in homogenous groups designed to optimally meet their needs.

- Writing - The writing will reflect CCLS Expository and evidenced-based writing in order to support their development of vocabulary and written expression. ELLs identified as being high Intermediate or Advance on either NYSITELL or NYSESLAT will be mainstreamed with monolingual peers during the After School Program. ELLs will be able to communicate with their peers and build upon their current oral language skills, writing skills and reading comprehension skills. Students will be provided with learning activities and opportunities with the support of a Native Speaker of English.

The Math After-School Program will consist of targeted, small group instruction based on the needs of students. ESL/Bil certified Teachers will utilize classroom data (formal and informal assessments, observations, etc.) to identify participants and form groups. An emphasis on academic vocabulary and problem solving skills will support ELLs in this program.

Both after school programs (Literacy and Math) will run two days a week from 2:45 pm to 5:15pm. The teachers who will provide instruction are ESL and Bilingual Certified. The program will begin in January 2015 and continue through May 15, 2015.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: _

Teacher teams meet throughout the year to conduct cycles of inquiry to strengthen their understanding of student needs in the classroom in ELA and Math. Strategies are discussed and then targeted to the needs in order to increase Proficiency Levels in both ELA and Mathematics. Inquiry Meetings are cycled through the Monday Professional Learning sessions, at no cost to Title III. Specific PD sessions will also be provided to all teachers to improve their practice on meeting the needs of ELLS. Among these topics are scaffolding vocabulary, analyzing and evaluating student writing on the NYSESLAT, teaching academic language, understanding the writing process and incorporating ESL strategies
Our ESL Provider and all staff members involved with delivery of instruction to ELLS will be provided with Professional Development along the Danielson Framework (Domain 1 - Planning and Preparation; Domain 3 - Specifically Assessment and Discussion Techniques) through the Network wide PD, at no cost to Title III, once a month, so that all teachers can begin to incorporate Best Practices into ESL Instruction. In addition, the ESL Provider will attend, at minimum, four Professional Development Sessions provided by the Network targeted to meet the needs of ELLs along CCLS throughout the year.
Our Network Liaison, Heather Ryan will be providing, at no cost to Title III 1:1 and Individualized support to teachers and our new ESL provider on how to incorporate ELL strategies into our ReadyGen Curriculum and our Go Math! Curriculum throughout the school year.
Teachers involved in the delivery of instruction to ELLS will analyze data from Imagine Learning and other formal and informal assessments to determine the effectiveness of teaching practices. In addition, Administration will observe teachers use of strategies to provide multiple entry points for these learners.

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: _

Parents of ELLs at PS 335 will be provided opportunities throughout the school year to attend workshops provided by staff members of PS 335. Some workshops will focus on literacy for ELLs with a focus on Emergent Reading Strategies for Early Childhood; ELL Parent Engagement Workshop, ELL Literacy through Comprehension Strategies, NYS ELA Exam Strategies and NYS Math Exam Strategies. The ELL Parent Workshop will specifically expose parents of our ELL students to the NYSESLAT and its components and how to help students at home to get ready for the NYSESLAT. The ELL Literacy workshop will address the importance of reading and comprehension strategies that can be used in both their native language and in their second language. Workshop attendees will also have access to an interpreter in order to support them in their native language. Workshops will offered monthly for an hour in duration by teachers and the parent coordinator. Parents will be notified by email and through the students via a flyer with an invitation.
In addition, parents of ELL students will be invited to attend the after school program with their child. The goal is to increase parent involvement and have the parents become part of the afterschool and learn English alongside their children.

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 335
School Name Academy of the Arts		

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 Glorimer Lopez	Assistant Principal Ariana Arbolino
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Letitia Denvir	School Counselor Kristeine Flynn
Teacher/Subject Area Eileen Fitzgerald, 3rd grade	Parent type here
Teacher/Subject Area Tania Pabon, K-1, Sp Ed	Parent Coordinator Fiorella Mejia
Related-Service Provider Aixa Garcia	Borough Field Support Center Staff Member Sandra Litrico
Superintendent 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	1	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	281	Total number of ELLs	50	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	20
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	5	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										0
DL										0
ENL	45			5						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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					1	1								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		0		0		0		0
4	5		4						0
5	5		2						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	2		4		1				0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In September, all students from grades 1 through 5 are administered a Fountas and Pinnell Reading Comprehension assessment in order to assess each student's strengths and weaknesses. As a result, students are provided with an Independent Reading Level and an Instructional Reading Level. These levels are used to assist Classroom Teachers and the ENL teacher in planning for differentiated needs and groups according to the data, and ensuring the ELL students in the classroom are provided with strategies to ensure academic growth. Further F&P assessments are administered throughout the year in order to assess progress and monitor learning as students are expected to move up in Reading Levels. All 4th and 5th Grade students are also administered Interim Assessments in order to assess proficiency and predict academic achievement on the NYS ELA exam.

 Students in Kindergarten are given assessments in January and again in April/May. These assessments measure the students' ability to identify letters, letter sounds, upper/lower case letters, and assess emergent literacy skills. This data is used to group students according to needs and provide additional data to the ENL provider in order to support classroom instruction.

 ELLs are also provided with multiple reading of ELA texts, additional time to complete tasks and are provided Native Language Dictionaries/Glossaries in order to support their instruction inside their General Classroom and in their Push-In and Pull-Out Sessions with the ENL Provider.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 For both the NYSITELL and the NYSESLAT, students typically score higher on the Speaking and Listening subtests. The data indicates that our ELLs need the most support in reading and writing. Data patterns reveal that students are achieving English Proficiency within the 1-4 years of beginning ENL services. They have also achieved consistently in their academics as compared with their Non-ELL peers. NYSESLAT and NYSITELL scores are also aligned to what our Interim Assessments data shows about the students' ability to score proficient levels in the NYS ELA exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The patterns across the NYSESLAT are analyzed in order to determine which instructional approaches and decisions are made for both the classroom teachers and the ENL Service Provider. Students whose reading/writing and/or speaking/listening scores are below or at the beginning level, are provided interventions such as small group instruction, lessons differentiated to the areas they are struggling in, and technology based instruction through the use of Imagine Learning software to address their weaknesses.

The data generated by AMAO will be used to determine the groupings of ELLs within each classroom, small group instruction, and if students will benefit from a push-in instructional period in order to support their listening/speaking skills through classroom activities. Analysis of the 3rd Grade, 4th Grade and 5th Grade students' NYSESLAT and NYS ELA scores show that most of the ELL students make gains from year to year in the listening and speaking areas of the NYSESLAT, while the reading and writing areas show slower progress.

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. At PS 335 we have noticed that the patterns in proficiencies across grades are that those that enter in grades K-2 are reaching a proficient score on the NYSESLAT earlier and sooner than those students that enter in grades 3-5 and begin services later. The patterns also reveal that a student's reading and writing proficiency in their native language is directly related in how well they fare in tests taken in English.

b. ELL Periodic Assessment data is used by the school leadership and teachers to determine instructional decisions and determine further interventions for the continued progress of our ELLs progressing. Data helps us ensure that ELLs are performing consistently with their peers and on grade level as determined by the Common Core Standards.

c. From the Periodic Assessments, the school has learned about the different academic strengths and weaknesses of our ELL population. We have learned that collectively they are consistent in performance with their non-ell peers and can learn strategies that can be used both in their Native Language and in learning the English Language. Our ELLs, though as a sub-group have struggled with NYS ELA exams. Native language is used as a support to aid the ELLs in the areas for which they have weaknesses. In math, content is provided in their native language to assist in their learning.

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](#).]

In order to provide Tier I Intervention to our ELLs, General Ed Teachers and the ENL Teacher collaborate on lessons that are targeted for students in order to increase language acquisition, fluency, vocabulary and academic proficiency. When data (such as end of unit tests, running records, conferencing notes) from the classroom teachers and the ENL teacher indicate that students are not making adequate progress, students are provided with more intense interventions and Extended Day tutoring as needed. Instruction at all Tiers is tailored to meet ELLs' language and academic needs in all domains, but also targeted at the specific domains in which they are at risk. The needs of our ELLs are directly identified by individual students' performance on assessments administered.

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

Second language development of ELLs is assessed through in-class discussions and written assignments of each child. Differentiated instruction is provided in all content areas in order to ensure that students are continuing to develop their second language. In the ENL class, guided reading books are chosen in which there is a home language translation available. Leveled copies of the book are provided where the student can read the material at a higher level in their home language and the English version of the text at a lower level while they are learning the language.

7. For dual language programs, answer the following:

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

N/A

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

The success of our ESL Program at PS 335 is measured by scores achieved by our ELLs in all formal and NYS Assessments. We evaluate our success by the progress measured through yearly growth made on the NYSESLAT and on the ELA and Math State exams for grades 3-5.

Part IV: ELL Identification Process

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

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

Upon registration of a new student, parents are given the HLIS form as part of the registration packet. All parents are required to fill it out in order to proceed with the registration. Upon receipt of the form, our ENL teacher interviews the parent to assess and clarify language proficiency and language preferences. If it is determined, through the form and the interview, that another language other than English is spoken at the home of the child, the NYSITELL exam is administered by the ENL teacher. The results of the NYSITELL will further determine if the child is designated as an ELL or Non-ELL student. If identified as an ELL Student, then they will be added to the list of students of ELLs and provided services according to their level.

Parents of newly identified ELLs are invited to a Parent Orientation through a letter in their home language. The DOE Parent Orientation video, which explains the different programs that are available to ELLs, will be shown at the orientation. Before the viewing of the video, we make sure that parents are aware of the importance and the reason for the orientation. After an oral orientation we proceed to show the video. At the end of the video we have a question and answer period in which we answer and clarify any misunderstandings. In addition, parents also receive the DOE ELL Parent brochures further describing the ELL programs in the language of their preference. After the orientation the parents receive the Parent Survey form where they will indicate their program placement preference. The ENL teacher and the Parent Coordinator assist the parents in completing the form, clarifying any questions they may have.

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).

Based on the information provided on the Home Language survey, the oral interview with parents and the student at the time of enrollment, and the results of the NYSITELL, a student will be further evaluated if there are indications that he/she may have inconsistency in their former schooling. The SIFE oral interview questions are asked and the LENS is administered. In addition, the LAP team confers with the classroom and ENL teacher on how the student is performing in class, and analyze the student's classwork.

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).

When a student with an IEP enrolls for the first time in a NYC public school, NYSITELL eligibility is determined by the Language Proficiency Team. The members of the LPT at PS 335 are the school's principal, assistant principal, ENL teacher, speech teacher, guidance counselor, and the parent coordinator. The student's parent will meet with the team. The LPT considers evidence of home language use, individual evaluations given to student in the home language, and information provided by the Committee on Special Education. A determination is made if the student has second language acquisition needs or whether the student's disability is a factor in their proficiency in English.

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 ENL teacher reviews the data of the NYSESLAT before school commences. In addition, the ENL teacher has the data of the new Kindergarten students who were given the NYSITELL test in June. The letters are prepared in advance of the first day of school for these students. The ENL teacher also has prepared a list of the new admits who pre-registered and are eligible for testing based on the Home Language survey and the parent / student interview. Therefore, NYSITELL testing is completed within the first few days of school and the letters are sent out.

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

Parents of newly identified ELL students are informed of the right to appeal at the Parent Orientation. The Parent Orientation video is shown, which also explains to parents their rights

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.

As data from the NYSITELL is used to identify student ELL eligibility, this data is also used to begin communication with parents. Parents are notified of their child's eligibility by sending Entitlement letters and through follow-up phone calls. The parents of students who are eligible for ENL, Bilingual Education or Dual Language program are required to attend an orientation in which they view a video about all three ELL programs. Before providing parents with the video, PS 335 ensures that parents are aware of the importance and the reason for the orientation through oral presentation by the ENL teacher. The orientation then proceeds with the showing of the video. The DOE video explains that the NYC public school offers three ELL programs: Transitional Bilingual Education, Dual Language and English as a New Language. Our ENL teacher shows the parents the DOE ELL parent video. In

addition, parents also receive the DOE ELL Parent brochures describing the ELL programs in the language of their preference. The ENL teacher and the Parent Coordinator are available to answer any questions parents may have about the three programs.

This orientation and its format is also offered throughout the year and individually to parents as new students register.

The process to inform parents who have previously chosen a TBE/DL program once it becomes available is the same as the process to inform parents who are newcomers. We communicate the availability of the program through letters mailed home and follow up phone calls to their homes as well. PS 335 will re-offer parents the same orientation to ensure they are well informed of the TBE and DL programs. If they were not able to view the video at their first orientation, the ENL teacher will schedule an appointment to review the video once again so they can be fully informed.

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

After the ELL Parent Orientation (through the use of DOE Video, and question and answer session), the parents receive the parent survey and program selection form. The survey is read to parents and the questions are further clarified if they request it. They proceed to select the desired ELL program. The parent survey and selection form are collected and reviewed to determine parents choice of program. All completed selection forms are placed in the ENL Compliance Binder. The school follows up with parents via phone calls in order to ensure they are satisfied with their ELL Program choice.

The ENL Compliance Binders for each year are kept in the Principal's office. The Binder is frequently used throughout the year for additional information regarding parent choices and to communicate with parents about upcoming ENL Workshops and ELL Student progress.

Continued entitlement letters are sent home at the beginning of the year and copies are kept in the ENL Compliance Binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Parent Coordinator reaches out to parents and an individual meeting is set up on a Tuesday afternoon during parent meeting time.
9. Describe how your school ensures that placement parent notification letters are distributed. Letters are sent home to parents in the home language within the first 5 days of school. Copies of the letters are kept in the ENL Compliance Binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). A Compliance Binder is kept for each year. A tab is kept for each student and includes a copy of their Home Language Survey, ATS Student History and Text History, and copies of all letters sent home. Included in the binder are the RADP, RYOS, RLAT, and RPOB reports for that year.
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. In order to ensure that all sections of the NYSESLAT are administered to all ELLs every year, the ENL teacher creates a testing schedule. A checklist of the ELL roster is kept with each section of the NYSESLAT to ensure that every student has completed the appropriate section (s) of the NYSESLAT Exam. If students are absent, a testing makeup session is scheduled for the student to make up each part of the test missed. The administration of the Speaking section of the NYSESLAT is administered to individual students by the ENL teacher with the use of a recorder.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher reviews the RLAT report to review the current NYSESLAT results and sends a letter home to each parent in their native language within the first five days of school. Copies of the letters are kept in the ENL Compliance 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 reviewing the Parent Survey and Program Selection Forms for the past few years, PS 335 has discovered that 90% of the parents have requested an ENL Program. Our ENL program model offered at PS 335 for 2015 - 2016 completely aligns with the parent requests and information on parent selection forms. Due to this data, we do not have enough students to open a Bilingual or

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.

PS 335 uses a free-standing ESL program that follows both pull out and push-in model in order to keep within the mandated minutes of instruction needed as well as further meet the needs of ELLS. ELL students are grouped heterogenesouly in general education classes and are supported with a combination of Pull-Out and Push-In ENL instruction. The ENL teacher works with the ELL Students in a Pull-Out setting during Literacy blocks. The ENL teacher also provides Extended Day Tutoring in which the ELL students are grouped. The ENL teacher also works with the students in their content classes. The ELL students are grouped with mixed proficiency levels. The ENL teacher differentiates instruction by following the classrooms teacher's curriculum map and further facilitates the group following the content taught by the classroom teacher. The teachers work collaboratively to continually group and regroup ELLs and English-proficient students to maximize instruction and learning opportunities.
 - b. TBE program. *If applicable.*

N/A
 - c. DL program. *If applicable.*

N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students who are at the Entering and Emerging proficiency level are provided with 360 minutes of ENL instruction per week. The students have 180 minutes per week of ENL/ELA instruction in a Stand Alone ENL classroom and 180 minutes of integrated ENL / ELA or content in the mainstream classroom with the ENL teacher pushing in. Students at the Transitioning or Expanding level receive 180 minutes of integrated ENL/ELA or content instruction in the mainstream classroom with the ENL teacher pushing in. If these students need extra support, part of that time will be served in a Stand Alone ENL classroom. The students at the Commanding level receive integrated ENL support twice a week .
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 addition to the push-in periods which provide support and scaffolding during content are subjects, the ENL teacher works with small groups to provide specific instruction using ENL strategies in a pull-out classroom one period a day. ENL programs used by the ENL teacher include "Words Their Way for EL" program, Ready Gen, Imagine Learning (Software) (all grades), and Getting Ready for the NYSESLAT (All grades). The K-2 Instructional programs focus on building vocabulary and emergent reading behaviors aligned with the Common Core Learning Standards. In the upper grades, the instructional programs extend fluency and vocabulary and increase comprehension skills of the ELL students aligned with the Common Core Learning Standards. All of the programs in used include a writing component in conjunction with the reading as well and are aligned to the Common Core Learning Standards.

ELL Strategies are targeted to increase use of language, fluency, vocabulary and comprehension include modeling of strategies, audiovisuals, graphic organizers, explicit vocabulary development, activating prior knowledge, and discussions that are guided through an open-ended question. ELL students will also be targeted and participate in Title III funded after-school programs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We do not provide bilingual classroom instruction. Native Language support is provided through glossaries, teachers who speak Spanish and providers who translate when necessary.

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

Our ENL instruction is designed to develop our ELL students skills in listening, speaking, reading, and writing the English language in order to succeed on the NYS ELA exam and to move across proficiency levels on the NYSESLAT. Through the use of ENL strategies provided in the mainstream classrooms and the ENL class, all students are appropriately evaluated through classroom activities, interim assessments, teacher created assessments and writing assignments. A school team, that includes cluster area teachers, the ENL teacher, and any support instructors (Speech and Language Provider), meet regularly to examine data (ARIS, NYSESLAT, classroom assessments). This data is used to monitor student progress in the four modalities throughout the year.

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

Instruction for the different sub-groups of ELL students is differentiated as follows:

- a. SIFE students-In addition to ENL instruction in literacy and content, these students are pulled for phonics instruction. These students are also supported by spending more time in the Stand Alone ENL classroom at the beginning of the year than what is mandated.
- b. ELL students (less than 3 years) - Extended Day Program 50 minutes/2x a week; September Through June; After School Title III Program 2x a week for 1.5 hours per day. The required units of ENL services are provided during the normal instructional day. Our Main focus of this group is development of vocabulary, fluency and oral language development.
- c. For ELL students who are in the ENL Program for (4 to 6 years) - Extended Day Program 50 minutes/2x a week; September through June; After School Title III Program 2x/week for 1.5 hours per day; the required units of ESL are provided during the normal instructional day. These students are also provided with comprehension skills, guided reading to build reading skills, fluency and test preparation.
- d. Long term ELL students, those with more than 6 years of ENL instruction, are provided with all the programs listed above through with additional push-in periods in order to move them to proficiency levels.
- e. ELL students who are also Former ELLs are provided with all the programs and opportunities that are offered to other ELL students through our extended day program, regular instructional program, After-School program and push in support.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If the school receives written request to initiate the Re-identification Process, the LPT meets immediately to review all documents related to the initial entry or re-entry into the school system. The student's schoolwork is examined and the teacher's are consulted. The proper procedure is followed; consulting CSE if applicable. If re-identification is determined, the principal reviews the Re-identification process between 6-12 months after notification from the superintendent. The student's academic progress is reviewed. If it is determined that the re-identification process affected the student academically, the student is given additional support services.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs are provided extra support through instructional materials that are targeted to their needs (lower reading level materials; guided reading in their instructional level; visual aids; technology, etc.) As per their mandated IEP accommodations, they are also provided with extra time to complete tasks, grouped in smaller classes, provided with additional readings and are also supported through push-in services by their Related Service Provider (eg: Speech and Language Provider).

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

ELL-SWDs are provided extra support through instructional materials that are targeted to their needs (lower reading level materials; guided reading in grade-level and supported through scaffolding; visual aids; technology, etc.) As per their mandated IEP accommodations, they are also provided with extra time to complete tasks, grouped in smaller classes, provided with additional readings and are also supported through push-in services by their Related Service Provider (eg: Speech and Language Provider).

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

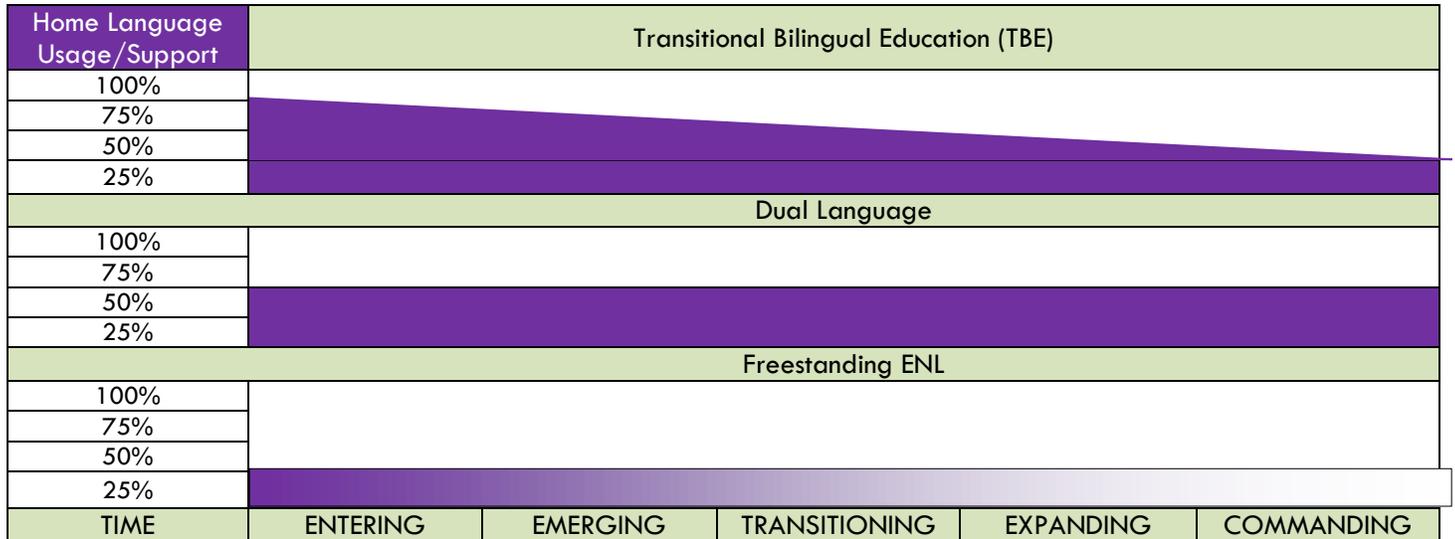


*Note “other approved services” does not apply to New York City at this time.

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. ELLs identified as at risk and needing intervention using the RTI framework, instruction is tailored to meet the needs of these students in the specific areas (ELA/Math) for which they are at risk. The programs used for intervention are: Reading A to Z (guided reading support), "Imagine Learning" "NY Ready ELA/Math" Read Naturally" Rigby Reads, Getting Ready for the NYSESLAT, Words Their Way and Foundations.

In addition to the listed programs, ELL students who are in the ENL Program (0-3 years and 4-6 years) receive additional services through the extended day program, After-School Program and the required units of ENL instruction are provided. These students are immersed in vocabulary development and test preparation.

Long term ELL students (more than 6 years), are also provided with all the programs and opportunities that are offered to other ELL students. Additional practice is provided for these students through the use of test preparation materials for the NYSESLAT to ensure they achieve a proficient level in the NYSESLAT.

ELL-SWDs are provided with additional support and assistance based on individual IEP goals, additional push-in services through Related Service Providers, extra time given to complete their tasks, small group instruction to coordinate more individualized support.

All programs and supports provided are provided in English with additional native language support through staff members who translate instructions.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

It is difficult to analyze the data with preciseness due to the language proficiency levels changing from 3 levels to 6 and the change in format of the NYSESLAT to be aligned with the Common Core Standards. However, there were 28 students who took the NYSESLAT in both 2014 and 2015. Fifteen students appeared to have stayed the same, nine students appeared to have gone down, and 4 students appeared to go up. The majority stayed the same, which is most likely a result of the more challenging NYSESLAT format. We will work to increase proficiency across all grades by focusing on the direct needs of the students through reading and writing workshops in the ENL classroom and push in support during content area subjects.

12. What new programs or improvements will be considered for the upcoming school year?

This upcoming year, PS 335 will continue to implement the ReadyGen for Literacy curriculum which will incorporate ENL strategies to everyday instruction and Common Core Learning Standards based instruction and content. The ENL provider will also provide push-in services during content area instruction and reading intervention for ELLs in the testing grades through Reading A to Z guided reading. In our Extended Day, the ENL provider will provide support to those students who have been identified as Transitioning and Expanding to promote writing skills in order to ensure a passing grade in the NYSESLAT and increase proficiency rating in the NYS ELA Exam.

The new English as a New Language Standards and Performance indicators will be used to differentiate instruction in the mainstream classroom and the ENL classroom.

13. What programs/services for ELLs will be discontinued and why?

No programs are discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs students and ELL-SWDs are provided equal access to all school programs offered at PS 335. ELLs students are encouraged to in after school activities such as PBIS Incentive Activities; Attendance Ceremonies; School Dances; Movie Nights, etc.

Through the use of Title III funding, additional materials and resources will be purchased for the ELL students for the use in the afterschool program.

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.

Instructional materials used to support ELLs in content and language include NY Ready in both Math and ELA; Understanding by Design Curriculum, ReadyGen Curriculum, GO Math Curriculum (Spanish translation available); Foundations; Reading Street; Read Naturally, Imagine Learning, Reading A to Z (Spanish translation is provided), iPads, Polyvision Boards, Manipulatives, visual aids,

and bilingual resources. Classrooms are equipped with computers and other various technology to be incorporated into ELL student' learning and support in their progress. Classrooms are equipped with Polyvision Boards and/or document readers (Art Room) to facilitate interactive learning.

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

Upper grade ELLs are provided with the home language version of their guided reading book for support, in addition to the home language version of the reading assessments for each book. Group discussion cards for guided reading are also provided in the home language. Math books in the home language are provided to students who require them. Bilingual dictionaries, glossaries, and thesauruses are available in the home language.

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

All ELLs students are placed in the appropriate grade level for their age upon registration to our school. Materials and resources used are age- appropriate; grade-appropriate and developmentally appropriate.

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).

ELLs that enroll throughout the school year who do not speak English are enrolled in a classroom where the teacher and other students can communicate with them in their native language. Teachers in the classroom will find another student who is familiar with the structures of the school and the daily routines and assign them to be a "peer buddy" to the new ELL student.

Classroom teachers are provided materials in Native Language in order to assist in assessment and/or instructional support.

For new ELL students, we provide the following:

- Extended Day Program,

Imagine Learning where students begin at their level of proficiency

- Use of native language materials and communication with the family in order to ease transition into new school and new procedures

- Classroom assigned includes a teacher that can communicate in their language;

- Teachers assess in the student's Native Language in order to build upon what students already knows and transition those skills into English Language acquisition

- Extensive use of graphic organizers and extensive modeling and scaffolding for written work, in order to help prepare for the NYS ELA and NYS Exam

19. What language electives are offered to ELLs?

None.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. The professional development plan is inclusive of all members who work with ELL students, including classroom teachers, cluster teachers, educational assistants, parent coordinator, counselor, and all other staff members. Areas covered in the staff development include ENL Strategies and the content areas, instructional modifications and scaffolds for ELL's and ELLs w SWDs, English as a New Language standards and Proficiency Levels, Using the Danielson Rubric for ELL students to identify Effective Practices in instruction; using data to differentiate instruction for ELLs.

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?
 2. The ENL provider is sent to professional development workshops throughout the school year provided by ELL Department and the Network. The ENL teacher turnkeys the information received at these workshops providing professional development for all teachers of ELL students in our school. Teachers gain information on how to provide instructional strategies to support ELL students including incorporating scaffolding into instruction so that students meet the ELA Reading and Writing standards. Teachers incorporate these strategies into their Common Core Aligned Instructional Plans in order to further support ELLs in their ability to meet the Common Core Standards. These Professional Development opportunities is provided during professional development days and other times, totaling a minimum of 7.5 hours for teachers and 10 hours for teachers of SWD.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. The ELL provider and our Parent coordinator will provide assistance to both parents and students as they transition from elementary school to middle school. Parents can receive help with middle school applications and with translation when needed. Staff development for teachers to learn ENL methodologies and strategies will be provided by the ESL Coordinator. Several ways of differentiated instruction can be discussed after classroom observations include seating arrangement for ELLs in the classroom that can improve and support academic interactions; scaffolding strategies to promote vocabulary acquisition; using PBIS to promote a safe environment and reward systems for ELLs.

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.

Professional development that addresses the needs of ELLs is provided to all teachers throughout the school year. 15% of the required hours will be devoted to language acquisition, and integrating language and content instruction for ELLs. The ENL provider will be provided with professional development during 50% of these hours. This will be achieved through webinars, ENL workshops through the network or the district's ENL department, NYSESLAT Training, or ENL workshops through the UFT. Attendance will be taken at all professional development workshops and agendas will be kept for the record. Additionally, the ENL teacher will have materials form workshops attended to turnkey.

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?

The ENL provider meets with each parent of an ELL student individually at least once a year. This meeting is held during Parent Outreach on Tuesdays between 2:50-3:00 pm. The ENL provider will discuss with the parent their child's progress in attaining language proficiency, assessment results, and the language needs of the child in the mainstream classroom. The parent coordinator will attend all meetings in which a translator is required.

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.

Copies of all letters that are sent home to parents are kept in the ELL Compliance Binder. In addition, the ENL teacher will write up conference notes after each meeting to document what was discussed. These notes will be added to the binder. Phone calls to the home will also be noted and documented in the binder.

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

During the year ELL Parent involvement activities include workshops, meetings and informative sessions for parents of our English Lanague Learners. These meetings and sessions are held by the parent coordinator and our ENL teacher. In addition, the school offers a Grandparent's Club for grandparent's with an ELL grandchild in the school. Workshops include information on the Common Core Standards, the NYSESLAT, and Homework Help,

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

The school also partners with other agencies and Community Based Organanzatiois to provide workshops and services to ELL Parents. This year, we have partnered with Astor Mental Health Services, Urban Health Plan, and Learning Leaders. Our Bilingual Parent Coordinator all assist parents with school related issues both physical, social/emotional and academic.

In addition, we provide information about neighborhood After-School programs (such as PAL, Brightside Academy, SISDA, and Studio School for Readers and Writers) are available for parents to sign up their children in order to receive help with homework; physical activity and other academic related issues.

A series of ENL workshops are offered to the community directly related to ENL issues and concerns.

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

In order to evaluate the needs of parents, a parent survey was created to establish parental needs. Discussions are also part of the SLT Meetings in order to discuss further how to support the needs of parents.

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

Parental involvement activities directly address the needs of parents because activities are a direct result of the data received from the parent survey. During SLT and PA meetings, parents are also asked for their input into what types of workshops they need. As a result, workshops are conducted to meet the parents' needs.

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: Academy of the Arts**School DBN: 08X335**

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)
Glorimer Lopez	Principal		9/15/15
Ariana Arbolino	Assistant Principal		9/15/15
Fiorella Mejia	Parent Coordinator		9/15/15
Letitia Denvir	ENL/Bilingual Teacher		9/15/15
	Parent		9/15/15
Eileen Fitzgerald, 3rd grade	Teacher/Subject Area		9/15/15
Tania Pabon, K, 1, Sp Ed	Teacher/Subject Area		9/15/15
	Coach		9/15/15
	Coach		9/15/15
Kristine Flynn	School Counselor		9/15/15
Karen Ames	Superintendent		9/15/15
Sandra Litrico	Borough Field Support Center Staff Member _____08X		9/15/15
	Other _____		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: 08X335

School Name: PS 335 – The Academy of the Arts

Superintendent: Dr. Karen Ames

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.

Language preferences, both written and oral, of the parent community at PS 335 are assessed in multiple ways. When admitted to the school, the parents are interviewed by the ENL teacher or school administrator. The bilingual parent assists in registering the student. An oral questionnaire is conducted and a home language is determined. The language the parent would like to receive communication is also determined. The ATS report, RPOB, indicates birthplace of the student and home language. This is also used as an indicator of language preferences. The school surveys the parents to determine language preferences through parent involvement workshops throughout the year and the language preference is indicated. The Student Emergency Contact card indicates the language spoken.

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

The language preferences at PS 335 are English and Spanish. Although there are a few students in the school that speak a language other than English, those parents prefer communication in English. There is one parent of a (home language) Spanish-speaking Limited-English-Proficient (ELL) that prefers communication in English. School wide letters are sent home in both English and Spanish.

Part B: Creating a Communications Calendar

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

All written letters and communications, calendars, schedule of events, and invitations from the school are sent home in English. Report cards and assessment data (such as the NYSESLAT Parent Report) are provided in the preferred language. Translation services will be provided by in-house school staff such as the Principal, parent coordinator, and bilingual staff. PS 335 also utilizes a telephone messaging system in both English and Spanish to further communicate upcoming events and information to parents.

During state testing, if a student's home language is one that the state does provide a translation for, the school will use the service recommended by the DOE.

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.

Throughout the school year, parents will meet formally with members of school staff. These meetings include Back-to-School Night, Parent Orientation, parent-teacher conferences, and annual ENL parent meetings. In addition, informal communications occur throughout the year, such as a change in dismissal for a student, registration, meetings with the guidance counselor, attendance calls on a student, and school wide activities.

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.

Since the preferred language of communication at PS 335 is English and Spanish, written and oral communication at the school are in those two languages. We are able to provide the translations in-house through the principal, parent coordinator, and staff members. However, we will also use the phone interpretation service provided by the DOE, if needed, during parent-teacher conferences. Additionally, if the school gets a student throughout the school year in which the language needs change (other than English or Spanish), we will use the phone interpretation service during other interactions with that student. If indicated, we will use a Language Interpretation service recommended by the DOE to assist during state testing should a child be one that is not translated by the state.

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.

All oral interpretation services during school events, such as award ceremonies, graduations, open school nights, parent conferences, scheduled meetings, attendance reports, etc. will be provided in both English and Spanish. Oral translation services will be provided by in-house school staff such as the principal, parent coordinator, and bilingual staff members. PS 335 has a messaging system in both English and Spanish to communicate with parents.

Part D: Training Staff on Policies and Procedures

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

A professional development session will be held for teachers on how to use translation services and the over-the-phone interpretation service.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

PS 335 will provide on-site interpretation and translation services through the Principal, parent coordinator, and bilingual staff. The Bill of Rights will be sent home in both English and Spanish, the preferred languages of the parents at the school. This will inform parents of the services available. In the school's safety plan, several staff members have been identified as being able to provide translation and interpretation services. Next to our main office entrance, by the parent coordinator's office, and on the 4th floor where ENL services are provided, will be posted access information for Translation and Interpretation services.

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 conducts a survey for parents to complete regarding school activities and workshops. The parents are asked to provide their preferences of workshops to be conducted. The parent coordinator is actively involved in all aspects of the school and will meet and answer questions of parents throughout the day.