

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X359

School Name:

CONCOURSE VILLAGE ELEMENTARY SCHOOL

Principal:

ALEXA SORDEN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Concourse Village Elementary School School Number (DBN): 07X359
Grades Served: PreKindergarten-4
School Address: 750 Concourse Village West Bronx, NY 10451
Phone Number: 718-402-7503 Fax: 718-402-7509
School Contact Person: Alexa Sorden Email Address: Concoursevillage359@gmail.com
Principal: Alexa Sorden
UFT Chapter Leader: Beatriz Perez
Parents' Association President: Lisa Rivera
SLT Chairperson: Niurka Castro
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nitza Gonzalez
Student Representative(s): _____

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtland Ave # 102, Bronx, NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718-742-6500 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-3113

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)
Alexa Sorden	*Principal or Designee	
Beatriz Perez	*UFT Chapter Leader or Designee	
Lisa Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Nitza Gonzalez	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	
Katrina Brice	Member/	
Celestine Clee	Member/	
Niurka Castro	Member/	
Nicole Sellars	Member/	
Carmen Candelario	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Concourse Village Elementary School is completing its second year as a new school in district 7. Our school is comprised of 273 students from grade pre-kindergarten through grade three. We are adding a grade each year until we reach capacity with fifth grade in 2016. Our school population is comprised of 34% Black, 62% Hispanic, 3% White, and 1% American Indian students. In addition, the student body includes 23% English language learners and 24% special education students. Boys account for 55% of the students enrolled and girls account for 45%.

Our mission statement is as follows: *" At Concourse Village Elementary School we provide a safe and nurturing environment where all students are cognitively stimulated by a rigorous curriculum as well as personally motivated by our core values, which are: perseverance, optimism, willingness, empathy, and respect. Through our core values we foster confident well-rounded leaders who will become socially conscientious responsible adults who positively impact the world around them."*

The Framework for Great Schools has served as a guide for further strengthening our foundation. Our school has made the most progress over the past year in the area of rigorous instruction because we are consistently assessing our curriculum using the EQuIP Rubric (Educators Evaluating the Quality of Instructional Products). The EQuIP rubric is an initiative designed to identify high-quality materials aligned to the Common Core State Standards (CCSS). The results show that our curriculum is fully aligned to CCLS; although our curriculum is aligned we continue to revamp our tasks to create additional rigorous experiences throughout all content areas. Additionally, our end of year task across all grades reflect the demands of the upcoming grade which allows us to focus on students' strengths and next steps as per the demands of the succeeding grade.

07X359 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03	Total Enrollment	273	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	127.3%	% Attendance Rate			89.6%
% Free Lunch	95.7%	% Reduced Lunch			2.6%
% Limited English Proficient	26.9%	% Students with Disabilities			20.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			37.6%
% Hispanic or Latino	58.5%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	2.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			3.86
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- All content areas are aligned to the *Common Core Learning Standards* with the use of technology as an instructional and interactive tool. The variety of resources, teacher created modules and exemplars engage students in performance tasks that are rigorous in nature, thereby, challenging all students to think critically and articulate their learning. For example, the curricular delineates that individual student present to peers while using the SMART boards as a tool. In addition, math curricula is designed to incorporate small group discussions with a focus on how to solve varied word problems where students engage and assume different roles and hold each other accountable to the task at hand. When problem-solving students implement the Exemplar Problem Solving Protocol.
- All modules and lesson plans address the *Common Core Learning Standards* and reflect enduring understandings, essential questions, learning intentions and scaffolds driven by the instructional shifts. This evidentiary coherence of curricula leads to students’ ability to make connections across content areas relative to the school-wide core values, thus granting access to cognitively engaging tasks appropriate at all grades. The refinement of the curricula and the planning of academic tasks provide teachers with rigorous tools that assist all learners in visualizing their learning with enhanced vocabulary as evidenced by improved student work. For example, this year, we expanded to grade three and together we have ensured that our lesson plans show that we are creating opportunities for students to build on last year’s learned skills. The process known as “*So what, so why, and now what*” has been implemented in third grade for students’ to reflect on their own next steps towards learning, increase class participation as well as develop standards-based work products that demonstrate fluency and mastery.
- We have a school-wide protocol called “*TAG! You’re It!*” within the curricula engages all students, inclusive of ELLs and students with disabilities, in reflective higher-order thinking as they provide peers with meaningful feedback by ‘*T*elling peers something they really liked about the work, *A*sking a question to better understand the work and *G*iving a suggestion that will make the work better.’ This has resulted in strong peer feedback, which has provided all students’ with voice.
- Our curriculum has a variety of thinking maps embedded that support and deepened learning. Teachers model using thinking maps as a way to show students how to make their thinking visible. As a result, lessons and module plans provide students with opportunities to engage in rich discussions and as a result provide more elaborate writing samples.
- While our curriculum is rigorous we have found that as a school our next step is to enhance our reading instruction with a focus on strengthening reading fluency and comprehension across all grade levels. A trend we have found throughout our Fountas and Pinnell assessment process is that students are able to decode however they are taking a long time to get through text which is negatively impacting their comprehension. One reason they are taking far too long to read is because they are not fluent readers. Therefore, our goal is to improve students’ reading fluency to therefore strengthen comprehension.

Part 2 – Annual Goal

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

By June 2016 80% of students across all grades will demonstrate at least 5 levels of growth in reading as per Fountas and Pinnel levels.

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?
Educators will receive professional development on reading fluency to enhance comprehension.	All Teachers	September-November	Instructional Coach and Lead Teacher
Leveled Literacy Intervention will be implemented by the classroom teachers and Intervention Specialist	Below or approaching students	September-May	Intervention Lead
Bi-Monthly Parent Meetings modeling how to increase reading fluency at home. Educators will conduct interactive workshops focused on fluency at home.	Parent Community	September-May	Parent Coordinator

Part 4 – Budget and Resource Alignment

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

I will use the following personnel to support this goal:

- Parent Coordinator
- Guidance Counselor
- PTA President

- Instructional Coach
- Intervention Specialist

We will use our Leveled Literacy Intervention Kits to deliver intervention support to our target population. Students will also use myOn as a daily resource for practicing reading.

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		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In an effort to ensure we are on track we will conduct the following check-ins:

- Fountas and Pinnell Assessment Administration-three times per year (October, February, and May)
- Leveled Literacy Intervention Growth Analysis every 6-8 weeks
- Review parent participation rate at each bi-monthly workshop

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.

Our school culture is an aspect we are extremely proud of because we have created an environment that is beautiful, welcoming, inviting and rigorous. Our environment sets the tone for our expectations and our students are thriving emotionally in our culture as evidenced by our limited number of incidents. Our tasks, our discourse, and our daily expectations communicate a high level of expectations to be the best.

We begin each day with our Scholars’ Creed of Excellence, which is as follows:

“I am a Concourse Village scholar, destined for success, educated by the best teachers on earth. I promise to exhibit perseverance, optimism, and willingness because these are core values that build character. Additionally, I promise to show empathy and respect to my peers, educators, and community at large, as I too require the same. Reflection and self-regulation will keep me focused and on track toward obtaining academic and personal success. Ultimately, my achievements will leave a lasting impression on the world.”

Our “Scholars’ Creed of Excellence” serves as an affirmation of our belief in excellence. We strongly believe in the power of affirming your greatness therefore we begin every day with affirming our excellence. In addition, educators refer to the “Community Agreements” whenever students need a reminder of our expectations.

At our school we have developed a strong PBIS model that truly promotes positive behavior without extensive adult intervention. Through our PBIS model our students are able to receive rewards for positive decisions they make for our school community. We consistently promote the belief of a “Community of One” because we each have the POWER to make a difference. Our core values drive our school: perseverance, optimism, willingness, empathy, and respect are the engine that drives our culture. Our scholars are well versed in our expectations and happily subscribe to our belief system.

While our current system has proven effective we strongly believe there is additional room for improvement. Our goal is to ensure that all classrooms are implementing our system with fidelity because this will allow us to make decisions based on impact furthermore it will reduce our incidents to potentially zero.

Part 2 – Annual Goal

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

By June 2016 our school-wide PBIS Teacher Referral rate will decrease by 50%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Review PBIS Teacher Referral Forms	Students referred	September-June	PBIS Coordinator
PBIS Survey	All Teachers	September-June	PBIS Coordinator
PBIS Student Survey	3 rd & 4 th Grade Students	September-January	PBIS Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Our PBIS Coordinator will ensure that our action plan is implemented and monitored. We will use our PBIS Committee to review our process and assess the referral rates with an analysis of triggers. Once the data is collected and analyzed then next steps will be implemented to ensure PBIS is implemented with fidelity.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<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>Our PBIS Coordinator along with the PBIS Team will conduct a monthly review of referral forms. They will follow up with classroom visits, parent meetings, and students counseling when needed.</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 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.

Our educators’ understanding of the common core and instructional shifts vary across all grade levels therefore we are constantly engaged in discussions that deepen our understanding. However, our educators know the importance of planning with the common core and shifts in mind. Furthermore, our curriculum was designed using the common core and instructional shifts, which further supports our educators’ understanding.

At our school we have a data analysis protocol that teachers utilize whenever they are using data to inform their instruction. The expectation at our school is that educators are consistently referring to the data to make decisions about their instruction and/or materials.

All educators are held accountable for every student’s academic progress because we believe we are a “Community of One” which means that our collaborative success is top priority. With that said, all teachers are leaders with some being identified as the grade leader. Our structure is as follows every member of every grade is assigned to a content specific group. For example, in kindergarten one teacher is the lead for math, another is the lead for science, another in the lead for literacy, and another for social studies. This structure creates a well-rounded grade that is always informed. We intentionally designed it this way to avoid a monopoly, we did not want one person in charge of the grade’s knowledge this process creates equity.

Moreover, we have an instructional coach who supports with literacy and math along with provides cycles of support using the Danielson Framework for teachers in need. The instructional coach leads our school-wide math development with a focus on ensuring math is rigorous thoughtful and that there is growth across all grades.

Our science specialist leads our school-wide efforts to become a true STEM school. Our science specialist works closely with the science team to design assessments and performance tasks that address the demands of the common core and next generation standards.

Additionally, our intervention specialist works closely with our instructional assistants on intervention practices using Leveled Literacy Intervention. Our intervention specialist conducts observations and provides feedback to instructional assistants using the guidelines provided in the Leveled Literacy Intervention manual. Every Monday they plan their lessons and gather materials and/or additional resources to address students’ needs.

While we have established a collaborative environment our goal is to strengthen our professional development process to ensure we are providing differentiation with a focus on meeting each teacher’s needs to therefore achieve highly effective ratings in domain 3.

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 May 2016 50% of educators will have ratings demonstrating highly effective in components 3b, 3c, and 3d.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
7 cycles of Professional Development	All Teachers	September-May	Instructional Coach Principal Intervention Specialist ESL Coordinator Literacy Consultant Math Consultant
3 cycles on Intervisitations	All Teachers	September-May	All Teachers
Book Study on Questioning	All Teachers	September-January	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.

All teachers will be asked to lead a PD session. In addition, the Instructional Coach and Literacy and Math Consultant will lead PD cycles. We will reread the text titled Thinking Through Quality Questions to deepen our understanding of questioning. We will conduct PD cycle Mondays during our 100 minutes of PD as we all during Lunch and Learn.

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
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	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

Advance observations will be reviewed monthly to assess teachers’ progress in components 3b, 3c, and 3d. In addition, we will conduct PD surveys every 6-8 weeks to assess educators’ understanding of components 3b, 3c, and 3d.

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.

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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.

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnel Reading Level Conference Notes captured during weekly conference sessions	Foundations K-1 Shared Reading K-3 Interactive Writing K-1 Shared Writing 2 nd Grade Guided Reading K-3 Leveled Literacy Intervention	Whole Group Small Group Intervention Specialist	During the regular school day, during Morning and Saturday Academy
Mathematics	Go Math Data Results Reflex Math Performance	Reflex Math Soar to Success Fluency Activities	Whole Group Small Group	During the regular school day, Morning and Saturday Academy
Science	Chapter exams Performance task results	Small Group Instruction within the science block with a focus on deepening content knowledge.	Small Group	During the regular school day
Social Studies	Chapter exams Performance task results	Small Group Instruction within the social studies block with a focus on understanding content knowledge	Small Group	During the regular school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS Referral Guidance Referral Parent Concern/Request	The Intervention Specialist and Guidance Counselor provide at risk services to meet the individual needs of each student based on data.	Small Group of one-to-one	During the regular school day

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

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.
<ul style="list-style-type: none">• Educators receive PD cycles exclusive to their needs in small groups.• Educators are observed frequently and provided with feedback with 72 hours that include examples and resources.• Educators receive one-to-one support from the Instructional Coach for 4-8 weeks.

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).
<ul style="list-style-type: none">• Paraprofessionals will receive PD in Leveled Literacy Intervention and Math Reflex with a focus on increasing fluency and accuracy.• Principal will participate in district led PD sessions with a focus on improving feedback.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

As a PreK-3 school we are fortunate to have the access to our preschool students therefore we have developed a transition plan, which entails-workshops, open house, and transitioning into Kindergarten plan, which begins in April 2015. PreK students visit Kindergarten classrooms, eat in the cafeteria, and obtain exposure to our daily systems and structures.

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.

Teachers participate in two needs survey per year in January and June. We use the information to support our teachers’ needs and as a school make a uniform decision.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	271,110.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,010,154.00		

¹**Explanation/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. **Concourse Village Elementary School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Concourse Village Elementary School** will support parents and families of Title I students by:

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

Concourse Village Elementary School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve 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>Concourse Vlg Elementary Sch</u>	DBN: <u>07X359</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</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 type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Saturday Academy for ELLs

1. Rationale

-
There are 18 ELLs in our second grade. Of those second grade ELLs we have 2 LTEs and 7 ELL in their
-
third year of service. When reviewing our NYSESLAT scores we found that all 13 out of 18 of our second
-
grade ELLs achieved proficient scores in the listening subtest of the NYSESLAT. However, only four of
our
-
second grade ELLs achieved proficient scores in the speaking subtest. Therefore our school has designed
-
a Saturday Academy program for 2nd grade ELLs that will focus on Questioning and Discussion
-
techniques that build upon our ELL's auditory strengths to build their oral language skills. Additionally,
-
only 7 out of 18 second grade ELLs demonstrated proficiency in both reading and writing. Therefore
our
-
program will be designed around questions and discussions centered on literacy activities.

-
-
-
In our third grade there are 12 ELLs. Three of those ELLs are in their third year of service, eight are in
-
their second year of service and one has completed a year of service. All of these ELLs achieved
-
proficiency in listening on last spring's NYSESLAT. As well, 8 out of 12 of these ELLs achieved proficiency
-
in writing. The continuing struggle for our 3rd grade ELLs is speaking, as demonstrated by the fact that
-
only one of our current 3rd grade ELLs achieved proficiency in that subtest. Therefore the focus for our
-
3rd grade ELLs participating in the Saturday Academy will be the development of their oral language
-
skills. As with the second grade, instruction for 3rd grade will be built upon their linguistic strengths
-
(literacy and auditory skills) in order to develop their ability to speak English at an academically
-
proficient level.

Part B: Direct Instruction Supplemental Program Information

2. Subgroups and Grade Levels of Students to be Served

We have invited 18 second grade ELLs and 12 third grade ELLs to participate in the Saturday Academy.

Of the second grade ELLs 6 are Intermediate Level and 12 are Advanced Level ELLs. Of the 12 third grade

ELLs 1 is Intermediate Level and 11 are Advanced Level ELLs. The ELLs will be divided into three groups

of ten. Each group will participate in three hour-long sessions. Each session will be lead by a certified

TESOL educator, Mayra Negrón.

3. Schedule and Duration

The first session of the Saturday Academy will take place over five Saturdays from Saturday, October 25

2014 until Saturday, November 22, 2014. The second five-week Saturday session will begin Saturday

January 24, 2015 until Saturday March 28, 2015. The third five-week Saturday session will take place

from Saturday April 18 until Saturday May 16, 2015. Students will be in session from 8:45am-12:45

pm.

4. Language of Instruction

English will be the language of instruction for the Saturday Academy. Native language supports will be

used when deemed appropriate by educators.

5. Number and Types of Certified Teachers

There are three TESOL certified teachers instructing ELLs in the Saturday Academy: Mayra Negrón, Katy

Caceres and Cynthia Diaz.

Part B: Direct Instruction Supplemental Program Information

-
-
6. Types of Materials
-
Ms. Negrón modifies the Leveled Literacy Intervention Program (at no cost to Title III) for use during the
Saturday Academy. Ms. Caceres and Ms. Nuñez utilize REWARDS (at no cost to Title III) . REWARDS
-
supports our core curriculum and offers flexible implementation options. REWARDS increases fluency
-
rates, deepens comprehension of informational and content-area texts, and increase precision in
sentence writing.
-
All three ELL educators also have, at no cost to Title III, smartboards, iPads and teacher designed
-
materials in their instruction of ELLs.
-
-
-

Part C: Professional Development

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

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

Begin description here: _

-
ESOL Book Study

-
1. Rationale

-
We have 67 identified ELLs at Concourse Village Elementary School. All classroom and specialist
teachers

-
work with ELL students. In order to offer effective, responsive and continual support for all educators,

-
our resident ESOL Coordinator and Specialist, Mayra Negrón, will lead a months long book study of

-
Making Sense: Small Group Comprehension Strategies with English Language Learners by Juli Kendall.

-
Ms. Negrón will supplement the readings and discussions with information pertinent to our specific ELL

-
population in order to maximize that applicability and immediate relevance to our educators and the

-
students they have before them.
-
-
-

Part C: Professional Development

-
-
- 2. Teachers to Receive Training
-
- All 23 members of our teaching staff will be invited to participate in this book study.
-
-
-
- 3. Schedule and Duration
-
- Book study meetings will begin on Tuesday, December 2, 2014. Meetings will be held every Tuesday
-
- 3:20-4:10 from. The meeting dates are as follows:
-
- January 6 th
- January 13 th
- January 20 th
- January 27 th
- February 3 rd
-
-
-
-
- 4. Topics to be Covered
-
- During the book study the following topics will be covered:
-
-
- 1. Academic Language for ELLs
-
- 2. Text Complexity for ELLs
-
- 3. Oral Language Development for ELLs
-
- 4. Scaffolding for ELLs
-
- 5. Vocabulary Instruction for ELLs
-
-
-
-
-
- 5. Name of Provider
-
- Mayra Negrón, our ESOL Specialist and Coordinator, will lead the book study.
-
-

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: _

Part D: Parental Engagement Activities

ELL Parent Information Sessions

1. Rationale

Many of the parents and guardians of our students have expressed to the Parent Coordinator Roberto Cameron, our ESOL Specialist/Coordinator Mayra Negrón, and our Principal Alexa Sorden, concerns regarding how to best support their child academically. Additionally, parents will need information and training concerning our school's implementation of Thinking Maps across our curriculum.

Information sessions for ELL parents on these topics will be provided at no charge to Title III.

2. Schedule and Duration

Session 1: March 3, 2014 3:20-4:10pm

Session 2: March 10, 2014 3:20-4:10pm

Session 3: March 17, 2014 3:20-4:10pm

Session 4: March 24, 2014 3:20-4:10pm

3. Topic to be Covered

Topics to be covered will include:

1. Introduction to Thinking Maps

2. Supporting Literacy Development at Home

3. Supporting Math Learning at Home

4. Thinking Maps Revisited

Part D: Parental Engagement Activities

4. Name of Provider

- ELL Coordinator Ms. M. Negrón and Parent Coordinator Mr. Cameron

5. How Parents will be Notified of these Activities

- Ms. Negrón and Mr. Cameron, our parent coordinator, will create informational flyers for students to
 - take home to parents (Double-sided in Spanish and English). Flyers will also be available at all times in
 - the Main Office and in the ESOL Coordinator’s room as well as at all school-wide events. Mr. Cameron
 - will place follow up call to all parents who express an interest in attending the information sessions
 - either in writing or in person.

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. 	<u>0</u>	_____
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)	<u>0</u>	_____
Travel	<u>0</u>	_____
Other	<u>0</u>	_____
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 7	Borough Bronx	School Number 359
School Name Concourse Village Elementary School		

B. Language Allocation Policy Team Composition

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

Principal Alexa Sorden	Assistant Principal type here
Coach Niurka Castro	Coach type here
ENL (English as a New Language)/Bilingual Teacher Mayra Negrón	School Counselor Deyanira Malagón
Teacher/Subject Area Beatriz Perez/Science	Parent Lisa Rivera
Teacher/Subject Area type here	Parent Coordinator Roberto Cameron
Related-Service Provider Katrina Brice	Borough Field Support Center Staff Member type here
Superintendent Elisa Alvarez	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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	4
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]	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	273	Total number of ELLs	72	ELLs as share of total student population (%)	26.01%
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Part II: ELL Demographics

A. ELL Programs

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

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	71	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	15
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	69	0	13	2		2				71
Total	69	0	13	2	0	2	0	0	0	71

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	11	12	5	6									51
Chinese														0
Russian														0
Bengali		1	1	1										3
Urdu														0
Arabic	1	1	1	2										5
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	2	4		1									11
TOTAL	22	15	18	9	7	0	71							

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)	7	0	1	2	0									10
Emerging (Low Intermediate)	1	3	2	0	0									6
Transitioning (High Intermediate)	3	2	1	1	0									7
Expanding (Advanced)	11	10	14	6	7									48
Commanding (Proficient)	0	0	1	2	5									8
Total	22	15	19	11	12	0	79							

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	2									2

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
 The assessment tools that are used to assess the early literacy skills of our ENL students include Running Records and CCSS aligned, school administration-designed assessments in reading and writing. This data enables our ENL instructors to focus specifically on skills that individual students need. As per the Running Records assessment, 60% of our ENL students are reading below grade level expectations. The insight gained from this data is that ELLs require intensive and targeted instruction in basic literacy skills. In response to that need our school's instructional plan includes targeted, small group interventions provided by literacy, special education and TESOL specialists with the goal of bringing all ELLs' reading skills up to grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across proficiency levels reveals that the typical ENL student at our school scores approximately one year below grade level on initial ELA assessments, which is consistent with the lower proficiency scores they received on the Reading and Writing modalities of the NYSESLAT. Based on the data we have noticed that students are not reaching proficiency in reading and writing; however, they have very strong oral language skills. When examining data patterns of the students inherited from P.S. 385 (the school we are phasing out), we discovered that for the majority of ENL students their proficiency levels remained the same between their initial LAB-R score and their Spring NYSESLAT score. As of 2015-2016, we are a Pre-K to Fourth Grade school; therefore the majority of our ELLs have received between 0-3 years of ELL services.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses information about Annual Measurable Achievement Objectives to measure the English language learning progress of our ELLs. Of our 50 continuing ELLs from the previous school year, 26 achieved AMAO 1 (student made progress as per their results on the NYSESLAT) and 8 achieved AMAO 2 (student reached English proficiency as per their results on the NYSESLAT). Based on this data we have formed small instructional groups (Leveled Literacy Intervention) for ELLs focused on helping those students who failed to reach their AMAO. Specifically, these small groups will focus on helping those student improve across all four language modalities (listening, speaking, reading and writing) through guided reading, shared reading and academic discussions around a shared text/s.
- 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. The patterns across proficiencies and grades levels demonstrates that the majority of our ELL students are below grade level in English language literacy skills. Our ELLs in Kindergarten through Fourth Grade participate in our push-in ESL program, meaning that they receive native language support when necessary, but are not tested in their native language. On an as needed basis ELLs in grades K-4 are allowed to complete assignments in their native language, but the language of instruction is English. Therefore, they are not officially tested in any other language.

b. Instead of using ELL Periodic Assessments to test our ELLs, P.S. 359 uses the results our content area performance tasks, Running Records, and content area examines to assess and inform ELL instruction.

c. From our assessments our school is learning that ELLs progress well when instruction is scaffolded and made comprehensible through the use of explicit modeling, manipulatives, visuals, technology, TPR, language supports and native language and differentiated modified instruction and assignments using ELL best practices. When deemed necessary and appropriate the home language is used in assessment to afford students the opportunity to demonstrate their content knowledge.

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*.]

Our school uses our assessment data to guide instruction for ENL students within the RtI framework. Each ENL student who scores below specified levels of performance on our periodic assessment and/or the annual English language proficiency assessment is additionally assessed by our school to determine appropriate additional support services to provide to those student, taking into consideration evidence such as the following: number of years of instruction in a bilingual education or English as a New Language program, English and home language literacy, content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE), English and home language literacy needs of long-term ENL students, results on the NYSESLAT, Bilingual Education or English as a New Language teacher recommendations, content area teacher recommendations, parent or guardian request, samples/portfolios of student work in English and, if possible, in the home language, bilingual educational evaluation, and if the student has or is suspected of having a disability and whether the support services provided are aligned to the intervention plans we already provide to all students.

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

A child's second language development is considered in instructional decisions throughtout that child's instruction. Upon receiving an ELL student in their class, teachers are provided with data on that students' second language development based on the results of that students' NYSESLAT and/or NYSITELL scores, as well as observations made by the ELL specialist during her initial interview with the student if the student is new to the school. All continuing students, including ELLs, have portfolios that contain across the board data (summative and formative assessments, student work) documenting their educational history. These portoflios are in the posession of the students' current teacher and are used to help determine student academic goals and design data driven instruction. Teachers add student information to students' portfolios in order to track student achievement and inform instruction. For ELLs that data also includes information on the students second language development in the four langauge modalities and is used by the student's teacher to plan and implement instruction in light of that students' second language development needs. Additonally during weekly conferences teachers collect data on student achievement in order to design instruction that is data-driven. Information regarding students' cultural background is also collected during the registration process and Meet the Teacher Night in order to inform classroom instruction (previous schooling, family composition, current and previous living arrangements, languages spoken and home). Best practices in TESOL are used throughout our instruction of ELLs in order to ensure their academic success.

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?

Not Applicable

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

Success in our ELL program is evaluated by students' results on formal and informal assessments conducted continually throughout the school year. These assessments include NYSESLAT results, state wide standardized exams (once we expand into the testing grades), and teacher created periodic assessments of vocabulary, listening, speaking, reading, writing and content area subjects. The results of these assessments are used to judge whether we have met AYP for ELLs.

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.

At CVES the English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

When parents enroll their child in our school, our TESOL certified ENL Specialist and Coordinator Ms. M. Negrón determines the enrollment status to which the student belongs. First it is determined whether or not a student was previously enrolled in a New York school within the previous two years. If a student is enrolling as a new student to New York City and was enrolled in a New York State public school within the last two years, we obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. If, however, a student is reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years, or the student is new to New York City and was never in a New York City or New York State public school, that student will complete the entire ELL Identification Process detailed below:

Step 1: Administer the Home Language Identification Survey

Ms. M. Negrón administers the Home Language Identification Survey (HLIS) and subsequent interviews (in both English and Spanish) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews conducted by Ms. M. Negrón with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). In the event of a home language other than English or Spanish, the school utilizes over-the-phone interpretation services through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. Families are also welcome to invite their own interpreters. Ms. M. Negrón completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens. The completed HLIS forms is then placed in the student's cumulative file and remains a part of the student's permanent record. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues to Step 2.

Step 2: Determination of NYSITELL Eligibility

For students whose home language is not English, Ms. M. Negrón administers a more in-depth interview with the student, reviews his/her school work (if available), and reviews the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, Ms. M. Negrón determines whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling through the following means: interview the student in both English and the home language, review of student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, Ms. M. Negrón uses age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners.

Ms. M. Negrón then determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, Ms. M. Negrón continue to step 3. Additionally, if the student is determined to be an ELL, the information gathered in steps 1 and 2 is used to determine if the student requires further assessments for SIFE status.

As well, NYSITELL eligibility for students entering school with IEPs (from within the United States) is be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of our principal Alexa Sorden, Mayra Negrón, our bilingual certified Guidance Counselor Deyanira Malagón, our SETTS Provider and IEP Coordinator Katrina Brice and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands is present at each meeting of the LPT. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to: the result of Step 1, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is accepted or rejected Alexa Sorden, the principal. If she rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If she accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. Within ten school days the superintendent or designee accepts or rejects the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, within 5 additional school calendar days Ms. M. Negrón administers the NYSITELL (if necessary) and notifies the parent or guardian. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

Step 3: Administration of the NYSITELL

Ms. M. Negrón prints NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

Within 5 school days of ELL determination, Ms. M. Negrón informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). Dated and signed letters are retained in the student's cumulative folder. The NYSITELL is administered to students entering kindergarten the following school year no earlier than June 1 and to all other students no earlier than July 15.

Step 4: Administering the Spanish LAB

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

Ms. M. Negrón prints Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

Additionally, parents of all new entrants who are determined to have a home language other than English (determined during step one) are informed by Ms. M. Negrón of their right to appeal ELL status with 45 days of enrollment. The procedure for this is described in the answer to question 5 of this section.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 school days from initial enrollment Ms. M. Negrón makes an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling, and a review of student work is conducted. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, Ms. M. Negrón proceeds with the SIFE Identification Process outlined below for students who are all of the following: newly identified ELL in grades 3 or 4, at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results.

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Both of the oral questionnaire and the LENS are available through the NYC DOE's intranet at <https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/SIFE.htm>.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

As mentioned in the response to question 1 of this section, NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of our principal Alexa Sorden, Mayra Negrón, our bilingual certified Guidance Counselor Deyanira Malagón, our SETTS Provider and IEP Coordinator Katrina Brice and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands is present at each meeting of the LPT. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to: the result of Step 1, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is accepted or rejected by Alexa Sorden, the principal. If she rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If she accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. Within ten school days the superintendent or designee accepts or rejects the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, within 5 additional school calendar days Ms. M. Negrón administers the NYSITELL (if necessary) and notifies the parent or guardian. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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.

As mentioned in the response to question one of this section, the third step in our ELL identification process is to distribute entitlement and non-entitlement parent notification letters in parents' preferred languages within five school days after the NYSITELL is scanned and the score is determined. Ms. M. Negrón, our TESOL certified ENL coordinator, is responsible for this process.

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).

When a student is determined to have a home language other than English within the enrollment/identification process, parents are informed of their right to appeal ELL status within 45 days of enrollment. Students who have undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows P.S. 359, our parents, and our students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45

school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process is utilized for students who have a home language other than English, and are ELLs and non-ELLs.

The school initiates a review of the ELL status determination upon receipt of a written request from any of the following: a student's parent or guardian or a student's teacher if the teacher's request includes written consent from the parent or guardian.

The Re-identification Process is completed within 10 school calendar days of receipt of written notice unless CSE must be consulted, in which case the process is completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

Phase 1

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by Ms. M. Negrón, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions is taken; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal and parent/guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is taken. If the decision is to change the ELL status, the student's program is modified accordingly.
11. All notifications and relevant documents are kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal and parent /guardian) the principal Ms. Sorden reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Mrs. Sorden will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If Ms. Sorden's decision is to reverse the ELL status, she will consult with the superintendent or his/her designee. Final decision notification is provided in writing to the parent/guardian in the parent's preferred language within 10 school calendar days.

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

The parents/guardians of those students whose NYSITELL score indicates their eligibility for language services receives program entitlement letters (letters are generated from the template issued by the NYCDOE) on the same day students are tested with the NYSITELL (within 10 days of enrollment). Upon receiving the program entitlement letters Ms. Negrón, with the assistance of our Parent Coordinator Mr. Cameron, places follow-up calls with parents in order to make individual appointments (within five days of scoring the child's NYSITELL) to conduct an individual parent orientation session. During this session the parent/guardian is provided with an informative brochures from the NYCDOE in their preferred language (when available from the NYCDOE), is shown the official NYCDOE orientation video in their preferred language (when available), and receives further clarification and information from Ms. Negrón regarding the three program choices available to their child within the NYCDOE (those choices being Transitional Bilingual Education, Dual Language Program, or English as a New Language). If needed, over-the-phone or interpretation services are

provided during this meeting through the NYCDOE Translation and Interpretation Unit or an approved vendor. After a question and answer period regarding the three program options, parents/guardians are asked to fill out the Parent Survey and Program Selection form indicating their first program choice for their child. In those grades in which TBE/DL is currently unavailable (due to lack of parent requests for the TBE program for their child), parents/guardians who choose the TBE/DL program for their child are informed that a TBE class will be formed if the following two conditions arise: 1. the school enrolls 15 students who speak their same native language across two consecutive grades and 2. those 15 families choose TBE/DL as their program of choice. In the event that the TBE program comes available, the ELL coordinator and the Parent Coordinator will contact (by phone, mail and take-home letter) families as soon as possible to begin the formation of the TBE class. In the meantime, families can opt to receive information about nearby schools that already offer the TBE/DL program for the grade their child is in, or they can enroll their child in our school's Freestanding ENL program. In the event that a parent survey is not returned/collected, the default placement is Transitional Bilingual Education (though again, TBE classes do not currently exist at our school. Therefore students are placed by default in out ENL program).

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

As per the procedure outlined in our response to question 6, Parent Survey and Program Selection Forms are collected from all ELL families within 5 days of scoring a child's NYSITELL during the Parent Orientation Sessions. Through the collection and monitoring of parent responses on these forms, we have established a Freestanding ENL program in grades K-4. ENL students are placed in our school's Freestanding ENL program (currently our school does not have sufficient parent requests at any grade level to open a TBE program as per CR Part 154.2, described in our response to question six of this section).

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Throughout the fall the ELL teachers and the Parent Coordinator Mr. Roberto Cameron and our ENL Coordinator Ms. Mayra Negrón reach out (letters, telephone calls, individual meetings) to the parents/guardians of students without a completed Parent Survey and Program Selection form on a weekly basis during the Tuesday Parent Engagement After School Time (3:05-4:05pm) in the parent's preferred language. All ENL students are placed in our school's Freestanding ENL program (currently our school does not have sufficient requests from parents in order to open a TBE program as per CR Part 154.2).
9. Describe how your school ensures that placement parent notification letters are distributed. Our ENL Specialist/Coordinator Ms. M. Negrón generates and distributes placement parent notification letters to all newly enrolled students who have a home language other than English. Take home notices are given to students and teachers. Two additional copies of all notices are also placed in students cumulative records and in a data binder maintained by Ms. M. Negrón,
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Our ENL Specialist/Coordinator Ms. M. Negrón is responsible for the maintenance of all ELL documentation. She generates and retains all ELL documentation for each child in their cumulative folder as well as in a data binder that is kept in her office. All staff, educators and administrators have access to ELL documentation. All staff, educators and administrators are informed during ELL PD sessions that ELL documentation can be accessed by request to Ms. M. Negrón.
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.
Before the spring administration of the NYSESLAT our ENL Specialist/Coordinator Ms. Negrón prints the RLER from ATS in order to confirm which students are eligible to be tested with the NYSESLAT in order to assess the progression of their English language skills over the past school year. Ms. Negrón then proceeds to create a NYSESLAT testing schedule that includes all NYSESLAT eligible students and all four components of the NYSESLAT. During the testing period make-ups are scheduled and administered as needed to ensure that all eligible students complete all four NYSESLAT components. During the individual speaking portion of the NYSESLAT, as well as during the grading of the constructed writing responses of the writing section of the NYSESLAT, a team of pedagogues who do not work directly with the ELLs are trained by our ELL coordinator to administer those portions of the test in accordance with the rules and regulations set forth by NYSED.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our ENL Specialist/Coordinator Ms. M. Negrón generates and distributes continued entitlement and transitional parent notification letters to all student based on the NYSESLAT results posted in the RLAT report on ATS. Take home notices are given to students and teachers on the first day of school. Two additional copies of all notices are also placed in students cumulative records and in a data binder maintained by Ms. M. Negrón.
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).

In our Parent Survey and Selection Forms the majority of parents (18 of 20) have chosen the Freestanding ESL/ENL program as their first choice. This follows the trend of parent choice over the last two years (15/18 last year, 14/19). A description of how we build

alignment between parent choice and program offerings as per Aspira Consent Decree is contained within our response to question six: 'The parents/guardians of those students whose NYSITELL score indicates their eligibility for language services receive program entitlement letters. Upon receiving the program entitlement letter, Ms. Negron makes an appointment with said parents/guardians within five days of scoring the child's NYSITELL to conduct an individual parent orientation session. During this session the parent/guardian is provided with informative brochures in their preferred language (when available from the NYCDOE), is shown the official NYCDOE orientation video in their preferred language (when available), and receives further clarification and information from Ms. Negron regarding the three program choices available to their child within the NYCDOE. After a question and answer period regarding the three program options, parents/guardians are asked to fill out the Parent Survey and Program Selection form indicating their first program choice for their child. In those grades in which TBE/DL is currently unavailable (due to lack of parent requests for the TBE program for their child), parents/guardians who choose the TBE/DL program for their child are informed that a TBE class will be formed if the following two conditions arise: 1. the school enrolls 15 students who speak their same native language across two consecutive grades and 2. those 15 families choose TBE/DL as their program of choice. In the event that the TBE program comes available, the ELL coordinator and the Parent Coordinator will contact (by phone, mail and take-home letter) families as soon as possible to begin the formation of the TBE class. In the meantime, families can opt to receive information about nearby schools that already offer the TBE/DL program for the grade their child is in, or they can enroll their child in our school's Freestanding ENL program.'

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 Our Freestanding ENL program consists of a combination of push-in and pull-out services in grades Kindergarten through Fourth. The ELLs are grouped mostly into one class on each grade. Each ENL class is taught by a dually certified common branch and TESOL teacher. As per CR Part 154.2, one unit of integrated ENL is implemented for all ELLs during literacy content area instruction by dually certified ESOL and Common Branch teachers. Additionally, ELLs scoring at the Entering or Emerging proficiency levels receive Stand-Alone ENL (1 unit) in the form of explicit grammar instruction and oral language development in small groups with Ms. M. Negrón, our certified ESOL specialist. The ENL Specialist/Coordinator Ms. Negrón collaborates with the classroom teachers to differentiate and scaffold instruction for the ELLs in the classroom. Ms. Negrón additionally delivers pull-out and push-in ENL services to support ELLs in their classroom learning. All ENL educators support ELLs and differentiate instruction for ELLs during Integrated ENL by scaffolding the instruction with the use of ELL methodologies such as using manipulatives, visuals and realia, total physical response, creating and utilizing graphic organizers; instructing students in the use of flashcards; picture dictionaries and glossaries; use of the native language and native language materials when appropriate, and modified language or extended explanations when necessary. Pull-out services are given by Ms. Negrón to support the specific ELL needs of basic vocabulary development and English phonics. Students are grouped heterogeneously by grade.
 - b. TBE program. *If applicable.*
 NOT APPLICABLE
 - c. DL program. *If applicable.*
 NOT APPLICABLE
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)?
 Of the 500 minutes of weekly instructional time dedicated to ELA (two 50 minute periods per day five days a week), our Free-Standing ENL program dedicates minimally 180 of those minutes to explicit ENL instruction. Entering and Emerging ELLs additionally receive 180 minutes weekly of Stand-Alone ENL instruction.

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. Content area instruction is scaffolded in order to make content comprehensible and to enrich language development. Methods used by the ENL teacher in order to scaffold instruction include but are not limited to the use of Thinking Maps (graphic aids used to make thinking more visible), visuals, word banks, manipulatives, flashcards, glossaries/dictionaries, sheltered English and differentiated materials and assignments. Instruction is provided in English with native language supports when necessary. In mathematics we use the GoMath program, which includes extensive manipulative and visuals to support learning, as well as specifically designed ELL instructional materials used by the ESL teacher to support ELLs. For science, our classes use the Interactive Science Program NYC edition, which also incorporate manipulatives, visuals and technology to support learning used by the ESL teacher to support ELLs. For social studies our ESL teacher uses My World in alignment with the Common Core Standards, and collects and create support materials such as realia, manipulative, visuals, technology and graphic organizers to make content comprehensible to enrich language development. Additionally, across all content areas we use a modified form of the Frayer Model to develop student's academic vocabulary The ESL teacher also uses her own created realia, graphic organizers, manipulatives and visuals to help ELLs across all content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are assessed appropriately in their home language using a variety of methods, including but not limited to oral language assessment in the native language with a pedagog and translator if necessary, and literacy assessment using native language books and materials (those currently available as well as those found during our continual research and outreach).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately and frequently evaluated in all four modalities of English acquisition throughout the year through an assortment of formative, interim and summative assessments that gather data on students' ability to listen, speak, read and writing in English across all content areas. Speaking and Listening skills are evaluated as part of our school wide focus on questioning and discussion in the classroom. Reading and writing skills are assessed during CCSS aligned performance task assessments. These assessments occur informally on a daily basis, and formally on a one to two week basis.
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
 - 6a. Upon identifying SIFE students and assessing their academic needs (through interviews with our ENL Coordinator Ms. M. Negrón, LENS assessment, Fountas & Pinell literacy assessments, Go Math pre-assessments) a conference between school officials and teachers is called in order to develop an instructional support plan for the student that will address his/her individual needs. Members of that team include the student's classroom teacher, our principal Ms. Alexa Sorden, our Instructional Coach Ms. Niurka Castro, our ENL Coordinator Ms. Mayra Negrón, our Guidance Counselor Ms. Deyanira Malagón, our related service provider Ms. Katrina Brice and the parent/guardian of the student (interpretation and translation services in the parent/guardian's preferred language will be made available throughout the process). Options the team would consider include push-in and pull-out supports as well as differentiated groupings and instruction.
 - 6b. Newcomers receive ESL push-in services with a certified ESL teacher as well as receiving pull-out vocabulary development and pronunciation instruction with our certified ENL teacher Ms. Negrón if deemed necessary and beneficial to the student. For Second Grade newcomers that speak Spanish, those students have the additional option of joining our TBE class (should one be formed due to population numbers and parent requests) . Newcomers also receive home language support via bilingual alphabet charts and dictionaries, and access to books in their home language and/or reflective of their home culture. Ms. Negrón also works with classroom teachers to help differentiate and scaffold classroom instruction for ELLs.
 - 6c/d. In the case of ELLs in their 4th-6th year of service as well as long term ELLs, these students usually have their greatest needs in the areas of developing their reading and writing skills in English. These students would receive additional ELA, ESL and test prep services from a certified ESL teacher in a small group setting. These sessions take place during and afterschool as needed. For literacy instruction we utilize the Workshop Model. During Readers and Writers Workshop whole group, small group and individual interventions are used to provide instruction as well as assess and address the needs of the individual student, including our ELLs that need further support with reading and writing in order to achieve proficiency. During Readers Workshop, vocabulary is focused upon as well as comprehension of text and understanding of idiomatic expressions. During non-fiction reading content area vocabulary in social studies, science and mathematics is developed though the use of content theme books, pictorial study cards, content area picture dictionaries, and the creation of graphic organizers.

Read Alouds are emphasized as well as Shared Reading. Additionally, students are assessed and then leveled. Data is also collected regarding the students' weaknesses and strengths in reading. As participants of this program our students learn to read increasingly more difficult words by segmenting words and finding the familiar words and letter combinations within the difficult word. The children are also taught to use context to figure out unfamiliar vocabulary. Students are stopped at the end of a page and asked to summarize what has happened up to that point in the story. The children also learn to retell and summarize stories. As well, they are taught to read with fluency and proper phrasing. They also learn to analyze their reading by commenting on events or characters found in the reading selection.

Our students learn to make inferences by being encouraged to think about situations that they have experienced that are similar to what happened in the story in order to predict how a character might feel and/or respond. Our children also gain an understanding of a variety of literary features such as a shifting narrative voice. For example, children are asked, "Who is the narrator in this story?", or "Are there any parts in the book where the narrator changes?", or "Let's read this part and think about how this is helping me understand this story." so as to bring this feature to their attention.

We also teach reading with fluency. The teacher models a segment out loud to make the reading sound smooth. Student follows. We use pictures, stories or personal experiences to help the students make predictions. For example, the teacher would say, "Notice how I make a prediction about what will happen." We have the students integrate sources of information. Students practice retelling and summarizing the story.

Students are also taught to make inferences and show evidence that tells why and how the student has gotten a particular idea from the story. They learn to use parts of words that they know to figure out parts they do not know. Our students are also taught to use context to figure out unfamiliar words or vocabulary. As well, they are taught to analyze the story. Additionally, the teacher shows students how to image a picture of the story in their minds as they are reading in order to increase their understanding of the text.

During Writers Workshop, writing is developed through fiction writing, as well as non-fiction writing in the form of memoir and informative essay writing. Grammar is focused on with the study of simple versus complex sentence structure, use of correct verb tense and understanding of the possessive.

For writing, our instructional model is Writing Workshop Model. The teacher provides instruction in and modeling of writing skills during a 'mini lesson'. In each mini lesson a particular strategy is taught. For example, one mini lesson might be about adjectives that could be employed in a story. Another mini lesson might be about how to use transition words in a story. Another mini lesson would show how a student can connect multiple small moments to make a long story. Stories of each student are kept in folders and evaluated as to level and proficiency. An intensive map has been developed as to how to determine their strengths and weaknesses.

FUNdations an intensive phonics and early literacy program. Phonemic awareness is heightened through recognition of initial, middle and final sounds. Particular emphasis is on th sounds, d/t, s/sh, b/d, v/b and m/n differences. Students are taught placement of tongue and teeth as well as formation of the mouth for each phoneme. For example, in the placement of the th sound we place the tongue between the lips and we aspirate or blow out as we say the sound as in the word, "think". Students then have dialogues where particular speech is practiced in a role playing format. In addition, the meaning of prefixes and suffixes are determined so that students have a key for new words. An example would be the suffix: ful. This means "a lot of" so that if we have a word such as "playful" we can determine that it means 'a lot of play' without ever having seen the word before. Verb tense patterns are studied with an emphasis on differences between past tense and past participle formation. Taking the present perfect as an example, students learn to notice where and in what circumstance the present perfect is used in their readings. They keep a sentence glossary of this particular usage. There are "contrast exercises" for the students to see the differences in time between past tense and present perfect.

6e. For up to two years Former ELLs will receive transitional support services based upon our interpretation of the data obtained through the assessment process described in question 5. These services will be provided by a specialist with TESOL training. For up to two years former ELLs will receive the following testing accommodations: time and a half, a separate testing location.

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.

Chart 5.1 Students re-identified as ELL or non-ELL based on an approved re-identification appeal within 45 days of student enrollment, we ensure the student's academic progress has not been adversely affected by the re-identification in the 6-12 months after the re-identification by frequently and systematically monitoring the student's progress through our established protocol of formative and summative assessments in all content areas. If the data from these assessments demonstrates a decline in the student's academic performance, the student's teachers, school administration and the student's teacher will meet to discuss and plan remediation solutions best suited to the student's demonstrated academic needs.

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?
 In order to ensure that all ELL-SWDs receive all services mandated on their IEPs, all teachers of said students will be provided with a copy of that student's IEP, which they will follow. Services for ELL-SWDs will be provided either in house, or by the student's family through an outside facility. As with all ELLs, ELL-SWDs receive their mandated minutes of ENL instruction as per the revised CR Part 154. Teachers of ELL-SWDs use a variety of instructional strategies and grade level materials in order to provide access to academic content and accelerate English language development for our students. Instruction is differentiated and scaffolded throughout the school day in order to meet the academic needs of our ELL-SWDs. As well, all ELL resources within the school are made available to them, including but not limited to picture dictionaries, ELL websites accessed through classroom computers and smartboards, study aids (for example, teacher created flashcards and vocabulary models), visuals (photographs and drawings collected/taken by teachers) and manipulatives. As previously stated, these materials are regularly adapted by our teachers to the needs and levels of our ELL-SWD.

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-SWD are afforded a diverse array of support services including but not limited to ESL, Speech and Language, SETSS and Counseling as both push-in and pull-out services on a case by case basis. Grade level CTT class are also available to all ELLs who require them.

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)
Chart 5.2 MINIMUM ANNUAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

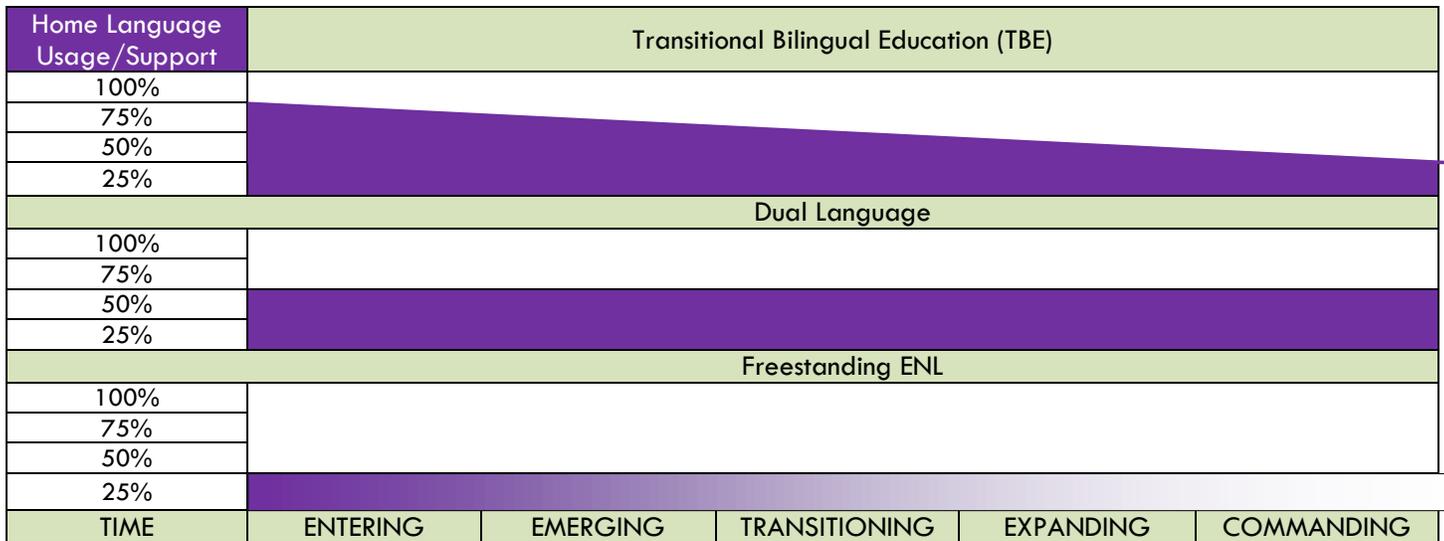


*Note: “other approved services” does not apply to New York City at this time.

Chart 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. Across all grades and ability levels ELL teachers are providing targeted intervention programs within our school-wide RtI program in English (and the home language when necessary) to all students, including ELLs. Using regularly scheduled summative and formative teacher-created assessments across all content areas teachers group all students, including ELLs, based on demonstrated need. In the classroom during reading or writing instruction, as well as during math and other content area instruction, English language supports are provided to ELLs by scaffolding instruction to make content comprehensible and supporting English language learning through the use of visuals, models and multicultural resources. In mathematics and science, both the ESL teacher and the out of classroom specialist teachers provide additional support materials and intervention strategies (such as additional manipulatives, visual guides, realia, graphic organizers, differentiated materials) to classroom teachers as needed/requested. Additionally in math, science and social studies teachers plan and strategize cooperatively within each grade and with out-of-classroom content teachers to create intervention plans to address unique student needs as they arise, including those of ELL of various subgroups. Targeted intervention programs that ELLs participate in include small group Leveled Literacy Intervention (which includes reading content area texts covering topics in science and social studies) for ELLs reading below grade level, and small group Math Intervention for ELLs demonstrating below-grade level proficiency in math.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Through the use of timely and relevant assessments (summative and formative assessments designed by teacher teams at all grade levels) and best practices our current program is effective in meeting the needs of our ELLs in both content and language development. Using this data, as well as beginning of the year data regarding the ELLs that have been identified in all classes, teacher teams work together to design curriculum and instruction in ELA, Math, Science and Social Studies that is responsive to the needs of all students, including ELLs. As well in all grades all students, including ELLs, are additionally assessed three times a year by the Running Records Team using the Fountas and Pinnell Benchmark Assessment System. Through these as well as teacher-created formative, interim and summative assessments aligned with the CCSS and best practices for ELLs, we are able to plan for and respond to the needs of our ELLs students on a daily basis.
12. What new programs or improvements will be considered for the upcoming school year? Students in grade 3 and 4, including ELLs, will be invited to participate in a planned after school writing club as part of P.S. 359's collaboration with the New York City Writing Project. The rationale for this project is to strengthen the expressive language skills of all students, including ELLs. 45% of our ELLs achieved a Level 3 or 4 on this past spring's ELA exam, and through this program we hope to improve upon those results.
13. What programs/services for ELLs will be discontinued and why? No programs/services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ELLs fully participate in all school programs, including our Visual Arts and Music programs. ELLs participate fully in afterschool and extracurricular activities including supplemental afterschool instruction and Saturday Academy, both of which are academics-focused programs intended to support students in attaining grade level academic skills. Afterschool and Supplemental Services include: the Morgan Book Project (Literacy and Visual Arts), Schools that Can Maker Program (STEM) and The Acting Club (Performing Arts). All students, including ELLs, will be invited through announcements, flyers and posted sign-up sheets.
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. Supplemental materials such as the smartboard, computer access, teacher-made materials and NYSELAT test preparation materials are provided to support student learning during all instruction, including content area instruction. For students in the ESL program, home language support is provided by having home language books, dictionaries, charts and flashcards available for teacher and student use. Required services, supports and resource correspond to ELLs' ages and grade levels.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Home language supports offered in our ENL program include bilingual picture dictionaries, bilingual picture books, bilingual flashcards and the use of the home language when deemed appropriate and consistent with best practices for ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All ELLs are placed in their age appropriate grade upon registration. Required services support and resources correspond to ELLs' ages and grades as per their IEPs, which are adhered to at our school.
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). All student families, including the families of ELLs, were invited to a family meeting at the school before the beginning of the school year. During those meeting families met the administration and staff of the school, explored the school ground, received school

information in both English and their home language when possible and had the opportunity to ask any questions. Throughout the school year when new ELLs enroll they and their families are given an orientation by Ms. Negron, our ELL specialist and coordinator, and enrolled in our ENL program as per the parent's choice on the Parent's Survey and Program selection form.

19. What language electives are offered to ELLs?

As we are a new primary school, no formal language electives are offered at our school at this time.

20. For schools with dual language programs:

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

NOT APPLICABLE

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.)
All teachers, including common branch and ELL teachers, are informed about the Language Allocation Policy of the school and the revised CR Part 154 during a professional development session dedicated to the topic. In addition, every teacher, including common branch and ELL teachers, receive copies of their students' NYSESLAT scores and are instructed on how to use this data to inform their planning during a separate PD session. The PD calendar is as follows: January 11, January 25, February 1, February 22 and February 29. Workshops for staff in all content areas includes Scaffolding Content Area Texts for ELLs, Developing Content Area Vocabulary for ELLs and Academic Oral Language Across Content Areas 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?
Professional development sessions offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards include Oral Language Development In Support of CCSS Language Standards, Scaffolding Techniques for ELL Reader and Writers During CCSS Aligned Instruction, Developing Active Listening Skills for ELLs in the CCSS classroom.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ENL teachers work with teachers and staff at all grade levels to help students transition from grade to grade as well as from elementary to middle school. Our first class of graduates will be our fifth grade class of 2016. In anticipation of that time, all staff (including teachers, the parent coordinator, school secretary) receive support from school leadership to assist them in their work of helping prepare students for the transition to middle school and beyond. College and career readiness through adherence to the Common Core Learning Standards is central to our school's mission. Students are regularly exposed to high level academic work through research based inquiries and presentations, and classroom groups are named after careers. Once we expand to Fifth Grade in 2016 our guidance counselor will receive professional development from the network on middle school options, the middle school application process, and how to best prepare our students for the transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
P.S. 359 provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. Fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 are dedicated to language acquisition, including Best Practices: Co-Teaching Strategies in the ELL classroom and Integrating Language and Content Instruction for English Language Learners. For English as a New Language teachers, fifty percent (50%) of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including Best Practices: Co-Teaching Strategies in the ELL classroom, Integrating Language and Content Instruction for English Language Learners, Questioning and Discussion for ELLs, Vocabulary Development Across Content Areas for ELLs, Grammar Instruction for Teachers of ELLs, and Scaffolding Content Area Texts for ELLs. Ms. M. Negrón, our TESOL Specialist and Coordinator, will facilitate these sessions. Additionally she generates and keeps the records of all ELL related professional development activities (e.g. agendas, attendance sign-in sheets, handouts).

C. Parental Involvement

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

At P.S. 359, we meet with the parents or guardians of English language learners once a year in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This meeting takes place in January and is facilitated by Ms. M. Negrón in conjunction with the student's classroom dually certified teacher. During this meeting parents or guardians are informed of the child's language development in all content areas in English. Such meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. These individual parent meetings are conducted before, during and after the school day. We record attendance using existing procedures. Ms. M. Negrón is the custodian of our ELL documentation.

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.

As mentioned in our response to question 1 in this section, records and logs of annual meetings with ELL parents as well as outreach to ensure parent needs are documented is generated and maintained by Ms. M. Negrón, TESOL certified Specialist and Coordinator. This is done in cooperation with ENL dual certified classroom teachers and Mr. Roberto Cameron, Parent Coordinator. Outreach includes in person meetings, phone calls and letters.

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

At PS 359 we are in constant communication with the parents of our ELL's throughout the year. Initially when ELLs enter the program an orientation meeting is held in which the parents are informed of the different programs that are offered to their children. Furthermore, parents are kept abreast of all the activities occurring within our school and our community by providing them with information in their language. Check-In Meetings are held approximately every six weeks in order to keep ELL parents abreast of their child's progress. All parents, including parents of ELLs, are invited to monthly in-class Publishing Parties celebrating the work produced by their child during that month. During these celebrations parents visit their child's classroom, have the opportunity to look through the child's most recent work, are in the audience while their child shares their work with the class, and have an opportunity to check-in with their child's teacher. Additionally, parent conferences are conducted in the Fall and the Spring of each school year. These meetings focus on program requirements, instructional standards, assessments and school expectations. Interpret are provided at these meetings. As well, all parents of all language backgrounds are invited to become to participate in our Learning Leaders program in which they are trained to become classroom volunteers. Open PTA meetings also are held regularly. Translation services are provided by bilingual school staff, bilingual parent volunteers, and when necessary through the NYCDOE Office of Translation and Interpretation Services. Additionally, individual parent conferences are help for ELL parents in January to specifically offer parents information on how their child is progressing in their English language learning. Notifications for these meetings are sent in the parent's preferred language, and the meetings are conducted in the parent's preferred language. Our parent coordinator, Mr. Cameron, coordinates the scheduling and communications (written and by phone, in the parents' preferred language) for all of these meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents are contacted by our parent coordinator, who advises them of current events (such as NYCDOE parent workshops and CBO offerings) and provides aid to parents. Some partnerships that we currently have in place include Learning Leaders (parent in-school volunteer program), Cool Culture (a city organization that provides free access for families to the city's cultural institutions), the Edwin Gould Foundation (a family services program) and Parent ESL & GED classes held every Saturday at our school by Parents ESL Success. Translation services are provided by bilingual school staff, bilingual parent volunteers, and when necessary through the NYCDOE Office of Translation and Interpretation Services.
5. How do you evaluate the needs of the parents?
At the beginning of the school year teachers send our welcome letters and parent surveys to their parents in which parents are encourages to share their needs, questions or concerns.

Additionally, Ms. Negrón sends out the official NYCDOE Parents' Preferred Language Form in order to assess the language needs of our families. As well, parents fill out the section for their preferred language of communication on the HLIS, copies of which are kept in the child's cumulative file and well as on file with Ms. Negrón, the ESL teacher. This information is also recorded onto ATS and found under the BIOS report. Language forms are collected by Ms. Negrón and the parent coordinator, Mr. Cameron. As well, Mr. Cameron petitions parents as volunteer translators for school events such as Check In Meetings and Parent Teacher conferences.

Teachers contact the parent coordinator when they plan to have a parent conference that will require a translator, the the parent coordinator connects then with a parent that can provide the translation.

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

The data collected from our surveys and Parents' Preferred Language Form is used to inform the mode of communication used in the conferences and communications with parents throughout the school year. Throughout the year our parent involvement activities include regular PTA meeting, Learning Learners (our parent volunteer program), and parent participation during field trips, school celebrations and school assemblies. Bilingual staff and parents provide oral and written translation services in various languages as needed to ensure the full participation of all parents. Additionally our school reviews the data gathered from the NYC School Survey given in the spring of each school year and uses that information to address the needs of our parents. The Parent Coordinator, Mr. Cameron, collects, submits and maintains all of the forms described above.

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:

Part VI: LAP Assurances

School Name: Concourse Village Elementary

School DBN: 07X359

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)
Alexa Sorden	Principal		10/30/15
	Assistant Principal		
Roberto Cameron	Parent Coordinator		10/30/15
Mayra Negron	ENL/Bilingual Teacher		10/30/15
Lisa Rivera	Parent		10/30/15
Beatriz Perez	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
Niurka Castro	Coach		10/30/15
	Coach		
Deyanira Malagon	School Counselor		10/30/15
Elisa Alvarez	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X359**

School Name: **CONCOURSE VILLAGE ELEMENTARY SCHOOL**
Superintendent: **ELISA ALVAREZ**

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.

During the registration process, families fill out one of two forms in order to assess the language needs of our parent community: either the Home Language Identification Survey (HLIS) for students entering grades Kindergarten through Fourth Grade or the Pre-Kindergarten Language Needs Survey for those students entering Pre-Kindergarten. Families complete these forms while being interviewed by our TESOL certified ENL specialist/coordinator. The ENL specialist/coordinator confirms the language preferences of our parent community at that time. The findings of this process are recorded in ATS as the OTELE code of the student as well as under the RAPL (Adult Preferred Language Report). Faculty and staff reference these reports to establish the linguistic needs of our families. Additionally parent community language preferences are recorded on Student Emergency Contact Cards.

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.

From the data gathered during the process described in the previous question, there are ten preferred languages for both written and oral communication at P.S. 359x. Alphabetically, these languages are: Arabic, Bengali, English, French, Fulani, Housa, Mandinka, Soninke, Spanish, and Twi.

Part B: Creating a Communications Calendar

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

The translated documents our school typically disseminates every year are: Parent newsletters (distributed monthly), school calendars (distributed in September), Parent-Teacher conference announcements (distributed in the week prior to the conferences held in September, November, January, March, and May), announcement of NYS testing dates (distributed in September, April and May), and letters from the school leadership (distributed frequently throughout the school year).

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

The formal face-to-face meetings our school will typically have with parents throughout the school year include parent-teacher conferences and curriculum nights held in September, November, January, March and May. Additional anticipated informal interactions include interactions with classroom teachers, school administration, office staff and service providers; as well as visits and calls with our Parent Coordinator, PBIS/IEP Coordinator and Guidance Counselor.

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.

Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. To facilitate the school/parent interactions outlined in Part B of this document, official NYCDOE translated forms will be available and provided if requested, in the following languages: Spanish, Arabic, French and Bengali. These forms are printed from the Division of Financial Operations Online Administrative Forms Catalog (dfoforms.nycenet.edu/forms) as well as from the OELL Parent Information page of the NYCDOE website (<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>). At all times these documents will be kept readily available in the school's main office as well as the office of the ENL Specialist/Coordinator. When written translation is required for non-DOE forms, licensed Spanish/English Bilingual staff members will translate written documents. For home languages other than Spanish, bilingual parent volunteers will translate documents as needed. In the event that bilingual

parent volunteers are unavailable to provide translation services, our school will seek out the services of the Translation & Interpretation Unit or an outside vendor.

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.

Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. For Spanish speaking families, this will be done by providing one of several in-house faculty or staff members available to provide oral interpretation services. For non-Spanish speaking ELL families, bilingual family members, friends or parent volunteers are available to provide oral interpretation services. In the event that one person exists that can provide oral translation services for families who speak neither English nor Spanish, we will secure oral translation services via over-the-phone interpreters through the NYCDOE Department of Translation and Interpretation Services.

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.)

Our school will ensure that all staff are aware of how to use translation services and over-the-phone interpretation service by distributing the Translation and Interpretation Brochure, the Language ID Guide and the Language Palm card at a staff meeting during which our LAC will explain and field questions about how to use these services. Additionally, staff will receive information via email of how to access the Translation & Interpretation Office's intranet site.

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

Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by using NYCDOE official translations of documents when available (for example, translated report cards, bilingual school signage available for download from the NYC OELL page of the NYC DOE website, translated copies of the Bill of Parents Rights and Responsibilities also found on the NYC DOE website for download) and in house (school staff or parent volunteers) translations of documents otherwise. If written translations are required

teachers are to inform the school administration and parent coordinator of this need no less than a week before the document is needed in order to ensure the all written communication is available in the parent's/guardian's preferred language at the time it is needed. Notification requirements that will be provided by our school include: the posting of the Welcome Poster at the school entrance, distribution of the Parents' Bill of Rights and Parents' Guide to Language Access to all families, and the posting of the Language ID Guide at the security desk and main office.

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)

Mechanisms our school will use to gather feedback from parents on the quality and availability of services include review and assessment of parent responses on the official NYC School Parent Survey. Additionally our staff will informally ask parents (in their preferred language) for feedback on the quality and availability of services during the various face-to-face interactions that occur throughout the year.