

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>08X392</b>
<b>School Name:</b>	<b>BRONX DELTA SCHOOL</b>
<b>Principal:</b>	<b>SARAH SOSBE</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 392 Bronx Delta School School Number (DBN): 08X392  
Grades Served: PK, K, 1  
School Address: 650 Hollywood Ave, Bronx NY 10465  
Phone Number: 718-319-7147 Fax: 718-319-2450  
School Contact Person: Maria Rogalle Email Address: MRogalle@schools.nyc.gov  
Principal: Maria Rogalle  
UFT Chapter Leader: Stephanie Kohnken  
Parents' Association President: Marie Camacho  
SLT Chairperson: Ilkania Vargas  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): NA  
NA

**District Information**

District: 08 Superintendent: Karen Ames  
Superintendent's Office Address: 1230 Zerega Ave, Bronx NY 10462  
Superintendent's Email Address: Kames@schools.nyc.gov  
Phone Number: (718) 828 – 6653 Fax: (718) 828-6239

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

## Section 2: School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Rogalle	*Principal or Designee	
Stephanie Kohnken	*UFT Chapter Leader or Designee	
Marie Camacho	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ilkania Vargas	Member/ Teacher	
	Member/	
April Gonzalez	Member/ teacher	
Jenny Soler	Member/ Parent	
Nicole March	Member/ Parent	
Christine Rosario-David	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Bronx Delta is a second year elementary school co-located among three intermediate schools in the Throggs Neck section of the Bronx. In our first year, we had two Pre-Kindergarten classes, one Integrated Co-Teaching Kindergarten class and one General Education Kindergarten class. For the 2015-2016 school year, we have 4 kindergarten classrooms (one ICT class), 2 first grade (one ICT), and 2 pre-k classes. We are an unzoned school in district 8, serving primarily students from the zones of PS 71 and PS 72. We have an involved and vibrant parent and staff community.

At Bronx Delta School, we will empower students to succeed in the college or career of their choice, by providing the tools and support to help every student. We believe that students must learn how to set their own goals, and then learn strategies for persevering to achieve those goals. As a community of families, students, and staff, we will work together to develop students who strive for academic, social and emotional growth.

The key areas of the Framework for Great Schools that we will focus on this year is to have student achievement the center of all decision-making and spending.

**08X392 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	75	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		60.0%	% Attendance Rate		N/A
% Free Lunch		N/A	% Reduced Lunch		N/A
% Limited English Proficient		N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		N/A
% Hispanic or Latino		N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		N/A	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		0.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		N/A
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.

Programs that address rigorous instruction:

For Kindergarten:

- Teachers College Reading and Writing Project: teachers use the workshop model to instruct reading and writing with a Balanced Literacy approach

-Foundations: a supplemental phonics program

-GoMath for CCLS aligned mathematics instruction

For Pre-K:

-Creative Curriculum for ELA, including reading, writing, listening, and speaking

-EngageNY for mathematics

-General exposure to phonemic awareness

-TC strategies for Reading and Writing

Classroom observations, teacher conferences, and student data all suggest that students would benefit from direct instruction in concrete modeling strategies that could be taught and applied. To support our growth in mathematics, we have taken steps to implement Exemplars, a problem solving curriculum that supplements math instruction. As a school, we have a need to make sure that students understand the basic principles of counting and cardinality as a stepping stone to engaging in more rigorous problem solving skills. A professional developer is working directly with our school to implement such changes. Additionally, as part of the Teachers College Reading and Writing Project, our teachers will be provided with coaching and support to implement the program to support student gains in reading and writing.

### 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, 70% of our kindergarten and first graders will be a level 3 or 4 in reading based on the TCRWP Running Records.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
	All pre-k,k and 1 <sup>st</sup> grade students		Administration Teachers
	Teachers, Students and Paras		Staff Developer
Parent Connection Tuesdays that will explain the expectation and goals of the TCRWP. Teacher - Led Parent Workshops about specific Units of Study.	Parents		Administration and Teachers  Pre-K, Kindergarten and 1 <sup>st</sup> grade teachers;

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>-Schedule adjustments</p> <p>-budget alignment</p> <p>-materials</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

In November we will begin our guided reading cycles based off of November data.

In March, 2016 we will benchmark where we are at with our goal and what additional support needs to be implemented.

**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.

TRIBES Learning Communities has been adopted as our Social/Emotional program for the school. Behavior charts and classroom modifications follow these 5 agreements.

Our SBST team meets regularly every Friday at 9 am to review students needs.

**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 of 2016, 100% of classrooms will implement TRIBES Learning Agreements and participate in a TRIBES specialty class once a week. This will result in a decline in escalated behaviors and OORS reports.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>TRIBES 5 Agreements instruction and common language reinforcements in classrooms, in all subject areas and specialty classes.</p>	<p>All students</p>		<p>Staff</p>
<p>Professional development facilitated by Annie Casalan the schools TRIBES Facilitator and Teacher</p>	<p>All staff</p>		<p>In-House teacher</p>

TRIBES Activities for the staff to participate in and modeled for them to you use in their class.	All staff		In-House Teacher
A common language and behavior expectation that is used in all classes.	All Students		Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-School Culture Professional Development for parents and teachers, provided by Anne Casalan											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

### Part 1 – Needs Assessment

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

Teachers have the opportunity to meet as Professional Learning Communities during our Monday professional time, in addition to common preparation period time at twice times per week. During our Monday Teachers Teams, teachers will create a plan of cycles that will look at student work in vertical teams.

Teachers College will work with Teachers and students 10 visits throughout the school year. In addition, teachers will also go to TC for Professional Development

### Part 2 – Annual Goal

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

By June 2016, 100% of all teachers at PS 392 will participate in Professional Development that will deepen their literacy knowledge and enhance the student population academically.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Ten days of professional development from Teacher’s College Consultants  - Consultants will dedicate one half of each visit to embedded on-the-job coaching with teachers, visiting classrooms to model, observe, and give feedback on teaching practices	Teachers  Paras	All Year - 10 Days	Staff Developer
Training and practice for teacher teams in the use of protocols to view student work	Teacher teams		Administration  Teachers
Parent workshops offered to Parents on Parent Connection Tuesdays. School time writing celebrations	Families	All Year	Administration and Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Coaching plan and cycle from Teacher’s College  -TC units of study, for modification by teacher teams, purchased with OTPS New Schools funding  -Scheduled cycles of professional learning time dedicated to analyzing student writing work  -Parent Workshop / Curriculum Celebration date and time to remain fluid, based on previous event’s turnout and parental feedback											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

After each cycle of teacher teams, the PD team and the staff as a whole will evaluate the next steps of the school community to meet the needs of the students.

**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.

In building trust within the school building and also a common language of high expectations, the Principal will take part in professional development with teachers, lead professional development, and seek out her own professional development.

**Part 2 – Annual Goal**

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

By June 2106, the Principal will participate actively in 80% of all Professional Development with the staff and 100% debrief with all Staff Developers.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Teacher's College in-house professional development</p>	<p>Principal and Staff</p>		<p>Staff Developer</p>
<p>Principal meetings and Professional Development with TC</p>	<p>Principals</p>		<p>Lucy Calkins</p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

### Part 1 – Needs Assessment

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

As a new school, we have already worked hard to develop a welcoming environment for parents and families.

We have organized and planned activities for Parent Connections on Tuesdays.

Other specific school strengths, as identified by the School Leadership Team, include:

Strong involvement with local officials (Councilman Vacca’s Reso-A grant for technology purchases, Fall Festival parade, Food Drive, Family Movie Nights, partnership with the Beacon Phipps program to provide free after school programming

### Part 2 – Annual Goal

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

By June 2015, 60% of parents will participate in school sponsored activities focusing on academics within the school community.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
PA Meetings	Parents	All year	PA Administration
Parent Connection Tuesdays	Parents Families	All year	Principal Teachers
Fundraisers and events	Parents Families	All year	PA Principal Teachers
SLT Meetings	Parents Teachers	All Year	Teachers Principal Parents

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Mid-Year assessment of parent involvement looking at attendance and sign-in sheets.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

**Section 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	TCRWP Assessment Data and Running Records	Targeted Guided Reading Groups	Small group One-to-one	During the school day
<b>Mathematics</b>	GoMath Assessment Data  Exemplars Program Assessment Data	Targeted Guided Math groups	Small group One-to-one	During the school day
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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.

#### **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).
TCRWP

### 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.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>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.

<sup>2</sup>The **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.

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**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. **[PS 392]**, 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. **[PS 392]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.

**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 <b>08</b>	Borough <b>Bronx</b>	School Number <b>392</b>
School Name <b>Bronx Delta School</b>		

### 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 <b>Maria Rogalle</b>	Assistant Principal <b>N/A</b>
Coach <b>Irene Williams</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Ann Casalan</b>	School Counselor
Teacher/Subject Area <b>Stephanie Amanwah/1st grade</b>	Parent <b>Marie Camacho</b>
Teacher/Subject Area	Parent Coordinator <b>n/a</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Karen Ames</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	
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]		Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	117	Total number of ELLs	12	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input 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 <input type="checkbox"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
<b>Total</b>	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	12	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	12		3							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

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

## 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
<b>Entering</b> (Beginning)	4													0
<b>Emerging</b> (Low Intermediate)	2													0
<b>Transitioning</b> (High Intermediate)	3													0
<b>Expanding</b> (Advanced)		1												0
<b>Commanding</b> (Proficient)		2												0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
 To access the early literacy skills of ELLs we use TCRWP Running Records and TC Concepts of Print Assessment. The data shows that our beginner Kindergarten ELLs have very little literacy skills in English and are considered Pre-Emergent in their reading level. 2 out of 3 ELLs in first grade are approaching grade level as evidenced by their independent reading level and 1 student is below grade level which may be compounded by his learning disability of speech and language impairment. This data has helped us to make instructional plans that incorporate a lot of shared literacy experiences, the use of rich Level A & B books that contains clear picture and text matching, the use of small group targeted reading behavior guided reading and the direct instruction of everyday sight words and key content area vocabulary. Based on our findings, we have also been working on building ELLs' comprehension skills by focusing on inferencing, predicting, making text-to-self and text-to-text connections.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Based on 2015 NYSESLAT results we observed that all of our four first grade ELLs advanced their ELL performance level on the 2015 NYSESLAT from their NYSITELL score in Kindergarten with two students reaching commanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school will use information about the Annual Measurable Achievement Objectives by analyzing data to identify students who need additional support and to plan how to meet those goals in collaboration with the classroom teachers. Patterns across NYSESLAT modalities will affect instructional decisions by the ESL and classroom teachers providing extra support through small group work, shared and interactive writing, ongoing conferencing assessments of writing skills, reviewing of teaching points, and re-teaching of writing strategies.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. No ELL in our school takes native language exams at this time. However, native language support is provided through a buddy system (peers who speak the same native language), bilingual books, classroom labels and posters in both English and the native language, bilingual dictionaries and so on.
- b. Our school did not administer ELL periodic exams this past year.
- c. N/A
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*.]  
Data is collected by the classroom teacher and the ENL teacher to see how collectively the ELLs are performing on assessments and if progress is being made. The results help teachers to look closely at their Tier 1, or their core instruction, for improving the quality of their instruction that is focused on language and literacy development. Measures are taken to provide instruction that is more rigorous and targeted to student needs. Such measures include taking into consideration individual children's cultural and linguistic background, building on their background knowledge, providing opportunities to work in pairs and groups, utilizing routine checks of comprehension, forming guided reading groups and strategy groups, assigning appropriate homework assignments that match their current proficiency level and the explicit teaching of key terms, words, idioms and phrases that ELLs need to be exposed to. After looking closely at data over a period and recognizing that a child is still not progressing next steps are taken according to the RTI model. The classroom teachers, ENL teacher, school psychologist and academic coach meet in a team and discuss the student as a whole taking into consideration information from a number of levels including their academic, social-emotional and home-community characteristics. Achievable goals are set for a period according to each ELL's needs. Intensive small group interventions are put into place by the classroom and ENL teachers as a Tier 2 support.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
The ENL teacher and the classroom teacher work together to create a differentiation plan to complement the classroom teachers' instruction. The differentiation plan includes a list of strategies to support second language acquisition, such as looking at the big ideas/bends in each writing unit and modifying objectives for individual students, offering visual supports and individual scaffolds, highlighting challenging and new vocabulary, re-teaching of teaching points, simplification of instructions, modeling, role-playing, and having class buddies with the same language background who can provide scaffolding during lessons. This is put into place by having the classroom teachers share lesson plans and curriculum maps with the ENL teacher in advance.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our program by analyzing the NYSESLAT scores, the TC Assessments throughout the year, and student progress reports and report cards.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
The identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment by a licensed certified teacher. This survey is provided to the parents or guardians in their native language and in English. Then, an informal oral interview of both the parents and the child is conducted by our certified ESL teacher, Ann Casalan. The informal oral interview is conducted in English. If a parent needs a translator to be present at this interview, one is provided. The available translators on staff include Special Education classroom teacher Stephanie Amnawah and secretary Emily Ramos in Spanish. If the school does not have an available translator for a particular language, the DOE Translation Unit can be called for such a translator if needed. At the time of the informal oral interview, the child is spoken to separately by the certified ESL Teacher and if necessary the translator to determine the child's previous formal education and to perform an informal assessment of their English proficiency. The HLIS is then carefully examined by the ESL teacher, who determines if the prospective student is NYSITELL eligible. Following this determination the NYSITELL (and Spanish LAB, if necessary) are administered within 10 days of the student's enrollment by an ESL teacher. The ESL teacher then scans the NYSITELL answer sheet in

the ATS printer and the student's score is immediately available in ATS. The student's score determines eligibility for ENL and for Spanish LAB eligibility. The child is placed into the appropriate program, based on the parents' choice.

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

We work closely with the Pupil Personnel secretary to determine any SIFE students entering our school.

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

We work closely with the Pupil Personnel Secretary to identify the students with IEPs. At time of registration parents fill out a form that inquires if the child has an IEP. The pupil personnel secretary also does a search in the ATS system to see if an IEP exists for the incoming student. The Language Proficiency Team includes the principal Ms. Rogalle, the ESL Coordinator, Ms. Casalan and a special education teacher, Stephanie Annawah.

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.

Immediately after the NYSITELL is administered and the results are determined, the ESL Coordinator backpacks home the entitlement and non-entitlement parent notification letters within five school days.

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

Parents will be notified of their right to appeal ELL status at the Parent Orientation that they attend within the first 10 days the student has been present in our school. The entitlement letters that the parents receive are now updated with the new information informing parents of their right to appeal within 45 days of enrollment.

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.

We work to ensure that parents understand all three program choices available to them as a parent of an ELL in the New York City Public School system. First the ESL Coordinator sends the ELL entitlement letter informing the parents of the date of the Parent Orientation in their native language. The Orientation is set within 10 days from the date of student enrollment in the school. At this time the parents also receive a copy of the program selection form and a brief explanation of the three programs that are available to their children (Transitional Bilingual, Dual Language, and Freestanding ESL) in their native language prior to the orientation for their review. At the start of the orientation, parents view a video in their native language that explains the three different program choices the DOE offers. Then, parents are given a brochure in their native language that details the three ELL program choices available for their child in New York City schools. Next, parents are able to ask any additional questions they may have regarding the three programs. The Parent Orientation is translated in Spanish with the assistance of our school aide Julio Eduarte. We also provide translations for any language needed. If the school does not have an available translator in a particular language, the DOE Translation Unit is called for such a translation. After all parent questions are answered, the parents are given the Program Selection Form in their native language, if available, to be filled out on their own. Any further assistance in understanding the directions for filling out the Program Selection form is given at this time. After filling out the program selection form, parents complete the Parent Survey in their native language, if available. All of the forms are collected and are immediately looked over at the end of the Orientation for the parents' first choice of program selection.

At the moment, our school is only able to offer Freestanding ENL and when parents request a biligual program or dual language program, we offer to facilitate a transfer to a school offering a Dual Language or Transitional Bilingual program in their home language. In the future, if 15 or more parents of ELLs whose children speak the same native language request a Dual Language or Transitional Bilingual program as their first choice, our school will be able to provide the Dual Language or Transitional Bilingual program as requested by parents. In that case, the school will contact parents via letters (in their preferred language) and phone calls to inform them of the the new availability.

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

For parents who are unable to attend any of the scheduled Parent Orientations, one-on-one make-up sessions are offered continuously to view the video and fill out the forms with assistance during the parent involvement time on Tuesdays. If a parent is not able to come in person to fill out these forms, then the school will send the forms home and try to retrieve them that way. All necessary efforts are made by the ESL teacher and the school to obtain all Parent Surveys and Parent Selection Forms completed and returned during the school year.

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

The ESL coordinator keeps record of the returned parent program and selection forms on a detailed ELL Data spreadsheet that is filed in the ELL Compliance binder for the school year. She then reaches out to any parent who has not returned a completed parent survey or program selection and meets with these individual parents at a time convenient for them to assist with the completion and return of these forms. If a translator is needed we make every effort to provide one.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Immediately following the Parent Orientation the ESL Coordinator backpacks the placement letter with the students notifying parents of their child's placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ESL Coordinator retains copies of all HLIS, entitlement letters and placement letters in an ELL Compliance binder for the school year. The binder is kept locked in the ESL Coordinator's office for review.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ESL Coordinator looks closely over the NYSESLAT School Test Coordinator manual outlining the protocols, procedures and scheduling needs for the successful administration of all parts of the NYSESLAT exam. The ESL coordinator then selects the best testing schedule for the ELLs in our school by speaking to classroom teachers and principal. They determine the best rooms, dates and times and proctors for the test. The ESL Coordinator also creates a list of all the eligible ELLs and looks to see if there are any test modifications for any student.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
In the beginning of the school year once NYSESLAT scores are reviewed the ESL Coordinator sends out the DOE continued entitlement and transitional support letters are sent home with students to inform their parents of their continued ESL service.
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).  
For the school year of 2015-2016, the 9 incoming students, 5 parents selected ENL as their first choice, two parents selected Bilingual program as their first choice and two selected the Dual language program as their first choice. The parents who requested the Bilingual Education program and the Dual Language program as their first choice for a Spanish-English class were informed that at the moment we do not have the required 15 parents requesting these programs. The ESL Coordinator explained that the school would be able to create a dual language class once they have 15 ELLs who speak the same home language and whose parents select a Dual Language or a Transitional Bilingual program. The ENL teachers informed parents that we would facilitate a transfer to a school offering a Bilingual/Dual Language program in their home language but the parents expressed their wish to keep their children at our school and refused a transfer. We will follow these trends in our community and if we meet the required numbers, the school will be able to provide the Dual Language or Transitional Bilingual program requested by parents.

## 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.

ELLs are served by our ENL teacher through the push-in model for all of the required stand alone ENL minutes and half of the Integrated ENL minutes. The other half of the Integrated ENL minutes are covered by the dually certified ESOL and Common Branches teacher in a Social Studies/ELA cluster. To enable smooth programming and compliance with all the mandated minutes of ESL instruction all ELLs are placed in one classroom on each grade with one student in Kindergarten and one student in first grade brought to another class during the ENL periods. Classroom teachers and the ENL teacher collaborates to create lesson plans. The ENL teacher work with small groups of ELLs or one on one (depending on the number of ELLs in each class and the number of minutes of service mandated per ELL). ENL teache provide scaffolding during and after mini-lessons (eliciting the teaching point and often re-teaching it), adapt and/or create materials for ELLs at varying proficiency levels and use a myriad of ESL strategies to support language learning.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

PS 392 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes in the ESL teachers' mandated programs. ENL is delivered push-in into the classrooms for the students who need 180 minutes or 90 minutes of instructional time. 90 minutes of Integrated ENL instruction is taught through a Social Studies literacy program by the ESL teacher who is also licensed in Common Branches. The other 90 minutes that Entering and Emerging students received is through the push-in model. Thus, in accordance with CR Part 154.2, K-8 ELLs who are at the Entering level and Emerging level receive a total of 360 minutes/week, Transitioning level and Expanding level receive 180min/week and Commanding level receive 90 minutes/week. The ESL teacher set up her schedule so as to service ELLs mostly during their Teacher's College Reading and Writing lessons, Literacy lessons and Shared Reading and Read Aloud lessons.
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.

As mentioned in the previous answer, our ENL teachers service ELLs mostly during their TC Reading and Wriring lessons, Literacy and Shared Reading lessons using the push-in model. However, she also pushes-in for Science or Social Studies in first grade. Content area instruction is delivered by both the classroom teacher and the ESL teacher with an emphasis on differentiated instruction for ELLs through the use of scaffolding techniques, visual aids, realia, intensive and deliberate modeling, Total Physical Reponse and multi-sensory activities, graphic organizers, sentence starters, peer interactions and vocabulary instruction of content area words, as well as the more simple basic vocabulary unknown to students in these specific content area. Special attention is also given to the teaching of Academic Language, as the students are greatly exposed to it, even more now that the Common Core Standards is increasingly focusing on reading comprehension of nonfiction and informational texts. The ENL teachers incorporates a balanced literacy instruction through the use of shared reading, read-alouds, interactive writing, and choral reading in the teaching of Social Studies as well. Along with the differentiation strategies listed above, the ENL teacher also makes use of poetry, songs, drama, vocabulary games, and a classroom library with nonfiction literature of the content area at their reading levels. The explicit ELA instruction for ELLs in their classrooms and in the push-in ENL program includes the Teacher's College workshop model for Reading and Writing with a focus on shared reading. Consistent with the Natural Approach for second language acquisition, the ELLs are fully incorporated into their regular classroom along with English proficient students to enable them to benefit from social interaction and academic curriculum in the target language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs who take the NYSITELL and test eligiible for ESL services are also given the Spanish Lab.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

During lesson planning, ESL teachers are careful to include activities and informal assessments that reflect each of the four modalities. ESL teachers collect data that tracks ELL's growth in those four modalities throughout the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term

- e. Former ELLs up to two years after exiting ELL status
- a. There are no SIFE students present in our school at this time. Should our school enroll a SIFE student in the future, their particular needs will be assessed and more intensive and one on one academic intervention will be given by all necessary support staff. First the guidance counselor will meet with the student and assist them with the understanding and importance of the school routines and rules. They would also be given a student buddy who speaks their native language to help them transition into a school setting and be a social and academic support for them. Instruction for these students would be greatly differentiated and a Teacher Assistant would be assigned to them for their literacy intervention and support. The ESL teacher would focus on the more basic oral and academic vocabulary they will need to make content area instruction more comprehensible. We also use an online Literacy intervention program called iready which provides tailored instruction and practice for the student's needs based on ongoing assessment. The student will be placed in the best class that can serve their needs at the time.
- b. For the newcomers who are here less than three years, native language use will be provided by teachers, teacher assistants and other support staff who speak their language on a needed basis. Students will be given ESL instruction by the ENL teacher in the content areas of science and social studies in order to assist them with easier comprehension of these subject areas. Students will be paired with native speakers on a regular basis for opportunities to hear conversational English spoken through partner activities such as book discussions, math problem solving explanations and literacy center discussions. Teachers will provide picture supports and the use of technology in their lessons in order to ensure more understanding by these newcomers.
- c. We do not have the subgroup of developing ELLs in our school.
- d. We do not have long term ELLs in our school. Should we have such a population we will support them with more individualized instruction through the use of one on one academic intervention instruction by a certified teacher as well as the ENL teacher. The student's best form of instruction that addresses their learning style will be utilized and technology supports will be interwoven throughout their instruction. Their interests will be a big tool for finding the content to drive instruction so their best work can be achieved.
- e. ELLs who passed the NYSESLAT are given two years of transitional support in the form of reading and math small group work during the day.
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.
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?  
All teachers of ELLs-SWDs follow the Teacher's College Reading and Writing Units, the New York City Scope and Sequence for Social Studies and Science and Go Math curriculum. Teachers make the academic content more comprehensible through differentiations such as the use of graphics and visual cues, graphic organizers, interactive discovery center work, smartboard presentations, partner work, different paper choices and small groups led by the several paraprofessionals designated to their class. Goals are adapted to the learner and those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension.
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?  
To meet the diverse needs of ELL-SWDs within the least restrictive environment, all students are taught with the Standards based Curriculum appropriate for their grade. All teachers meet weekly for common grade planning to provide uniform grade appropriate curriculum and content for all students including our ELL-SWDs. All students are exposed to a very rich multidisciplinary arts focused curriculum.

Chart

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

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

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

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



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

Chart

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

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

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

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

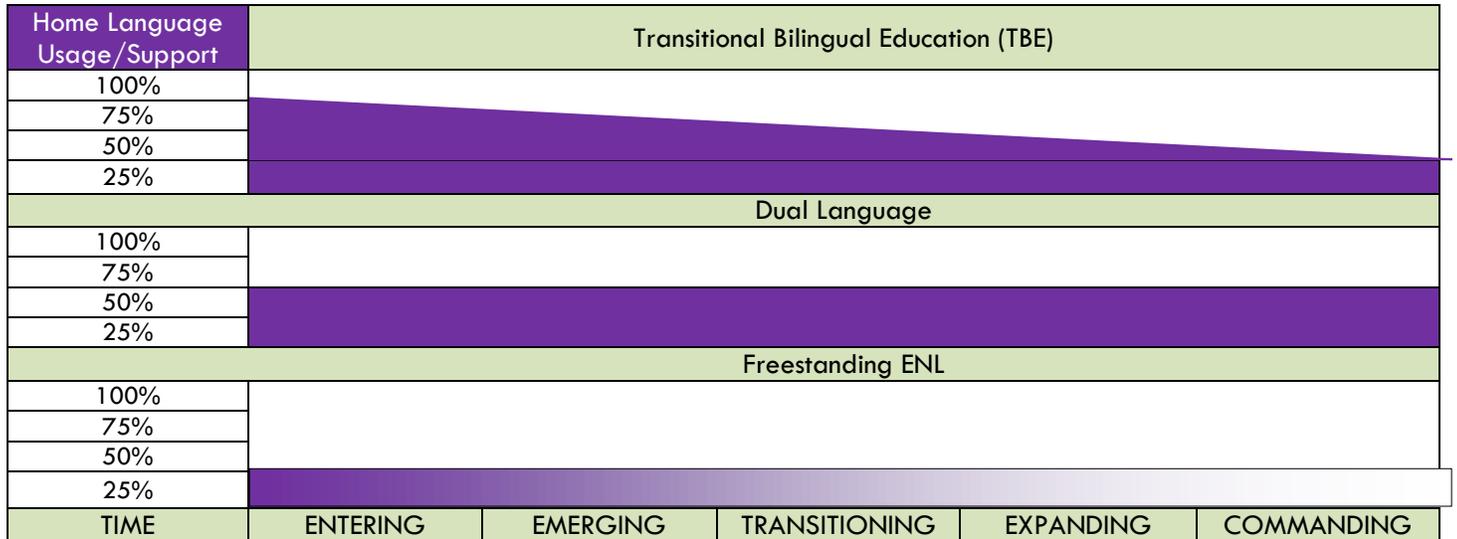


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The Wilson Foundations program is used as a support for ELA instruction with Beginner ELL students. For science, social studies and math, pictures, realia, chart, graphic organizers and picture books are utilized to provide intervention for ELLs in all grades.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is highly effective due to our use of the push in model where ESL teachers are able to work closely with the classroom teacher in meeting the ELL needs. Classroom teachers provide the ESL teacher with their lesson plans the week before delivery to ensure that they can provide the necessary supports for the ELLs to be able to provide the needed differentiation for the lesson. The ESL teacher also has access to all curriculum maps of the grade in reading, writing, and content area units on Dropbox. On these maps there is a section designated for ESL teachers to add their instructional supports for the unit. These supports provide the scaffolds and language support during the ELA and content area lessons. The ESL teacher is at times able to meet with classroom teachers on a grade in their common grade planning time to be part of the collaboration and planning process. As mentioned, we evaluate the success of our program by analyzing the NYSESLAT scores, the TCRWP running records.
12. What new programs or improvements will be considered for the upcoming school year?

We are considering adding Fountas & Pinnell Leveled Literacy Intervention program.
13. What programs/services for ELLs will be discontinued and why?

None of the programs or services will be discontinued for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The ESL teachers utilize materials such as picture prompts to practice speaking and writing, Bookflicks, an online program that reads books to students and enables them to practice listening and comprehension.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

To support our ELLs instructionally the teachers with ELLs have access to Smartboards in the presentation of their lessons and have the ability to offer an interactive approach that is more visual and hands on in teaching all of the subject areas. The ELLs are supported with the Wilson Foundations Literacy program, leveled library and guided reading books, books on tape, Smart Board instruction, visual cues supporting all charts, shared reading and choral reading.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

Required services and resources correspond to ELLs' ages and grade levels. We provide leveled reading books for students based on their reading ability, on grade level texts in all content areas with scaffolded supports by the ENL teacher and classroom teacher.
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).

Newly enrolled ELL students are supported before the beginning of the school year by having the parents' questions answered by a school translator. The ENL teacher meets with the parents upon registration to assist with the interview process of filling out the Home Language Survey and to see if there are any concerns or needs of the students. The incoming Kindergarten students are invited to a Kindergarten Orientation held during the present school year for the upcoming school year. The Kindergarten Orientation is presented by the administrator and classroom teachers. The students are given a welcome summer packet to prepare them for the upcoming school year which includes a list of suggested book titles, recommended enrichment activities offered throughout the city and a supply request list for the new school year
19. What language electives are offered to ELLs?

At this time we do not offer a language elective.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Teachers of ELLs attend professional development throughout the year provided by the Department of English Language Learners and Student Support, The Division of Specialized Instruction and Student Support and Teacher's College Colombia workshops on ELL strategies.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ESL teachers attend all in house Professional Development for our staff covering the implications of the Common Core Learning Standards including the proper administration and analysis of Running records, curriculum planning that aligns with the CCLS, focusing on strategies for teaching academic language and improving rigor in lesson planning and examining the specific language standards on each grade level.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
At this time we currently only have Pre-K to 1<sup>st</sup> grade in our school and therefore are not offering any assistance with transition to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our school will meet the requirement of a minimum of 15% of the required professional development hours for all teachers by having our professional development include a focus on language acquisition with a concentration on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For our ENL teacher a minimum of 50% of the required professional development will cover language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This professional development will be given in-house by our ESL Coordinator and Academic Coach as well as going out to Office of ELLs professional development workshops. All professional developments will be recorded through attendance sheets and agenda that are kept on file in the ELL Compliance Binder.

### 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?

Classroom teachers and ENL teachers are also available to parents during the parent involvement time on Tuesdays afternoon to meet with parents to discuss individual needs of their ELL student. During this time there are scheduled annual individual meetings with parents of ELLs to discuss goals of the program, language development progress and language proficiency assessment results and language development needs in content areas. During these meetings if a translator is needed one is provided through our school or the Language Interpretation unit is called for a phone conference.

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.

Records of individual meetings with ELL parents are kept on file by the ELL Coordinator and the correspondence with parents regarding meeting their needs are recorded as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement in our school is growing as we continually seek out ways for parents to play a more active role in the school. At the beginning of the year the parents are invited to a Curriculum Night where they were able to meet with classroom teachers, speciality teachers and support staff to learn about the curriculum and the expectations for their children and for themselves as parents. There are 2 Parent-Teacher Conferences and 1 Spring Ahead Parent Teacher conference scheduled where parents get a 1:1 meeting with their child's teacher to discuss their child's progress. We will continue to offer coach-led workshops for parents to share with them the current work being done in ELA and math with their children. These workshops are designated parent involvement time each Tuesday afternoon of each week. All parents are invited to participate in school wide activities such as Publishing Parties, Winter and Spring Music concerts, the PA led fundraisers, School spirit events and special parties. All letters sent home with information detailing these events are translated into the languages of the parents. All parents are also offered the opportunity to act as Class parent of their child's class to organize the parents and be a liason for their needs and contributions to the classroom teacher. Translators are always available at these functions for ELL parents to be included and able to have a voice within the events themselves.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We inform parents of workshops for ELL parents offered by Teacher's College Reading Writing Project and the Department of Education.
5. How do you evaluate the needs of the parents?  
We are in constant communication with the parents and have onsite translators who can speak to them as needed. We take into consideration their needs when planning the ENL teacher-led parent workshops .
6. How do your parental involvement activities address the needs of the parents?  
The ESL coordinator addresses the needs of the ELL parents by communicating with them at Parent-Teacher conferences and through email as well.

### 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: 392** **School DBN: \_**

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)
Maria Rogalle	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ann Casalan	ENL/Bilingual Teacher		1/1/01
Marie Camacho	Parent		1/1/01
Stephanie Amnawah/1st grd	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Irene Williams	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Karen Ames	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **08X392** School Name: **Bronx Delta**  
Superintendent: **Karen Ames**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://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.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our translation needs. Specific attention is given to the Part 3 Parent Information section on the HLIS. Part 3 specifically asks "In what language would you like to receive information from the school?" and "In what language would you prefer to communicate orally with school staff?" The responses to these two questions are our primary basis for deciding the need for written translation and oral interpretation. The classroom teachers also survey the parents at the beginning of the school year to ensure the families of their students receive correspondence in the needed languages. We then keep record of the totals of each written language required for each individual class in the office. This enables the school staff to send home school notices and important information in the necessary languages. In addition, for the oral translation needs of our parents we utilize the Student Emergency Contact Card to be informed of their language preference when contacting the parent by phone or in a face to face meeting.

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

The parents' preferred languages for our school for written and oral communication are English, Spanish, and Arabic.

## **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.)

Our school is in the process of setting up all parent communication sent out in the written language requested by the parents. The translations will go out at the same time and in all languages needed. This translated communication includes but is not limited to parent handbooks at the beginning of the school year, newsletters, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from school leadership and any schoolwide programming.

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.

Our school holds several face-to-face meetings with our parents throughout the year. Our school holds the two citywide centrally-scheduled parent teacher conferences, one in the Fall Term and one in the Spring Term, Curriculum Night at the beginning of the school year and the Spring Conference in May. The other weekly scheduled Parent Involvement days each month are set aside for one on one meetings with parents for the purpose of discussing any concerns of the teacher or parents regarding their child. The parents also meet with teachers formally on a needed basis for any other academic or behavioral issue such as Hold-over conferences or Behavioral interventions.

## **Part C: Providing Language Assistance Services**

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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.

To provide the Spanish translation needs of our parents we have on staff fluent speakers of Spanish including our part-time secretary, school aide, and teachers to assist with oral and written translation. We also have parent Learning Leaders who will assist with oral and written Spanish translations as needed. Arabic translation will be provided by the Translation Unit of New York City Department of Education. Through these varied resources we will be able to provide written translation of all class and school-wide notices as well as DOE letters and documents to the parents in all required languages in a timely fashion.

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

The school provides parents with oral interpretation through our on-staff personnel who speak Spanish. For other language needs such as Arabic that arise we intend to utilize parent volunteers as well as the Interpretation and Translation Unit of the New York City Department of Education.

#### **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.)

Staff members are given all information regarding how to contact the Translation Services. They are provided with the T&I Brochure and the T&I postcard detailing their phone number at the beginning of the school year.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

PS 392X will complete and submit Translation Request Forms along with the document to be translated as far in advance as possible, but at least one week prior to set the date for distribution. The full text of Chancellor's Regulations A-663 is on file in room 117. This text is available to anyone requesting to view this regulation. There is a bulletin board designated for parents to receive pertinent information.

#### **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)

PS 392X will make every effort to consistently seek feedback from parents to ensure that they have access to the school community and that they are being supported, so they in turn may be active in the school community. We will begin to use a survey as an end of the year assesment to hear from parents regarding their experience and feedback regarding the quality and availability of the services.