



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 117 JOYCE KELD BRIARWOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q117

PRINCIPAL: PAULA CUNNINGHAM **EMAIL:** PCUNNINGHAM@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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 |
|-------------------------|--|-----------|
| Paula Cunningham | *Principal or Designee | |
| Ruth Bowman | *UFT Chapter Leader or Designee | |
| Howard Slewett | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Catherine Plasencia | Member/Teacher | |
| Natalie Soleymanzadeh | Member/Teacher | |
| Maya Gutierrez-Granados | Member/Parent | |
| David Martin | Member/Parent | |
| Bibi Boopsingh | Member/Parent | |
| Cheryl Spears | Member/Paraprofessional | |
| Victoria Conforti | Member/Teacher | |
| Chyann Roberston | Member/Parent | |
| Mija Monay | Member/Parent | |
| Raymond Miley | Member/Teacher | |
| Sheleeza Deen | Member/Parent | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the number of Students with Disabilities & ELLs in grades 3-6 achieving grade level competency in literacy will increase by 80% as assessed by an adaptive i-Ready Diagnostic.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We conducted a comprehensive review of our school's educational program. Information was gathered using current quantitative and qualitative data in regards to student performance trends and other indicators of progress. We discovered our school's strengths, accomplishments and challenges. Based upon our findings and implications from the comprehensive needs assessment, we determined our ELL & SWDs did not make AYP in literacy for 2010-2011 school year as indicated in the School Report Card. Our school's instructional goal for 2011-2012 was designed to address and strengthen instructional practice for Students with Disabilities and ELL's in grades 3-6.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Target Population

All classroom teachers servicing SWDs & ELLs in grades 3-6.

Responsible Staff Members

Principal

Assistant Principals

Data Specialist

i-Ready Consultant

Teachers

Professional Development

PD will be given on the following topics: i-Ready Diagnostic and Instruction as well as i-Ready NY

Actions/Instructional Strategies/Activities

- Provide professional development to all grade 3-6 Special Education teachers in utilizing the online platform (i-Ready) which offers a computer adaptive diagnostic, personalized data driven instruction based on foundational skills and standards-based practice.
- i-Ready assessment(s) will be given three times during the school year . The baseline assessment will assess individual special needs learners across multiple grade levels to pinpoint learning gaps.
- Teachers will be able to generate and implement individualized action plans.
- Differentiated action plans will be delivered on-line for SWDs. Classroom teachers will monitor students' progress.
- Parents will receive effective communication about students' performance and will be given explicit examples and ways to best support their children based upon the individual performance of their child.
- Ongoing progress monitoring will occur for SWDs and ELL's in grades 3-6.
- The i-Ready Diagnostic tool will help provide support for Tier II and III students, SWDs and ELL students. Efforts will be made to ensure student growth.
- Instruction will be enhanced for SWDs. Teachers will support students academically as we transition to the Common Core Learning Standards.
- Planning time will be given to special education providers to enable them to analyze student assessment data and to look closely at student work.
- Administration will meet with special education providers during inquiry to closely monitor the progress of all grade 3-6 SWDs and ELL's. Next steps and additional action plans will be developed for students who are classified as "red flag" students.
- Teachers and administrators will share best practices for working with special needs students.
- Special education providers will attend Teachers College Calendar Days with a focus on workshops that address the needs of Special Needs Learners.
- Provide collaborative grade level planning sessions in order to develop differentiated literacy instruction through planning effective mini-lessons, small group strategy lessons, individual conferences, and guided reading lessons.
- Instructional cabinet members will discuss the progress of students, curriculum gaps, and plans for support both classroom teachers and students.
- School-wide walkthroughs will be conducted to monitor the implementation of i-Ready, to see students engaged in learning and to assess school wide academic structures.

Initial Indicator - Early December 2011

- A baseline of students' current abilities will be established based upon initial i-Ready diagnostic assessments in literacy and reading level benchmarks will be monitored.
- Teachers will have direct access to students' individual i-Ready assessment results. Reports will be generate and printed and stored in student portfolios.
- Teachers may collaborate with colleagues and administrators the best possible ways to implement individual student plans.

Midterm Progress Points - February 2012 and March 2012

- Teachers will administer, share and analyze data from baseline, mid and final administration of the i-Ready assessments.
- Generate and print individual student assessments for all special education students.
- Generate individual student profiles for classroom teachers. Discuss specific strategies and next steps at grade conference and one to one teacher meetings.
- Instructional cabinet members and TC staff developers will analyze data from i-Ready.
- Discuss student action plans with both classroom teachers and related service providers for identified students.
- Analyze students' individual reports to discover strengths and weaknesses from data in grades 3-6 to measure growth.
- Send individualized assessment results and plans home to communicate students' performance and best ways for parents to support students academically.

Final Progress Point -June 2012

- Reevaluate our process and evaluate SWD's and ELL's progress towards increasing their performance in achieving grade level benchmarks as it relates to these assessments.
- Compare December 2011 baseline results to the June 2012 results to ascertain what percentage of children actual made academic gains and reached grade level proficiency.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- In order to ensure implementation of this goal, parents will be provided with materials and training to work with their children to improve their achievement levels.
- The school will provide assistance to parents in understanding CCLS and assessments.
- Parents are provided with information on parent related programs, meetings, and other activities in languages families can understand.
- Parents will be provided with timely information regarding performance, profiles and individual student assessment results for each child and other pertinent individual school information.
- Families are invited to participate in workshops for parenting skills, understanding educational accountability, grade level curriculum and assessment expectations, literacy, accessing community and support services to build parental capacity to help their children at home.
- Our school is dedicated to respecting the rights of limited English proficient families by providing translated documents and

interpretation services in order to ensure participation in every child's education.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- **100% of our staff members are Highly Qualified teachers teaching in core academic subjects for the 2011-2012 school year**
- Teachers will participate in "in house" staff development in literacy and math by trained Teachers College staff developers and Math Aussie consultants.
- Teachers will be provided with SD opportunities in literacy at off site locations (Teachers College-Columbia University)
- Assistant Principals attend in house staff development with teachers and meet with staff developers/consultants to enhance existing instructional practices in literacy and mathematics across content areas
- Teachers will participate in professional development to meet the learning needs of ELL's and SWD's.
- Teachers receive ongoing professional development pertaining to Response To Intervention, Depths of Knowledge, Universal Design for Learning, ELL strategies and Common Core Learning Standards,
- Teachers will develop curriculum maps aligned to CCLS across all curriculum areas with assistance from instructional support specialist of the CFN 410 Network
- Administration attends job fairs and interviews candidates based on the curriculum currently in place
- Ongoing Professional Development will be provided to all teachers to keep current with all new initiatives and instructional practices

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to achieve this goal the PS 117 school community will collaborate with various organizations to provide the following programs to foster instructional strategies, socio-emotional development and cultural awareness:

- City Lore
- CUNY Creative Arts Team After school program and Parent Workshops
- Town Hall Music Residency
- Trinity Music Residency
- Peaceful Partners
- Councilman Gennero computer grant
- Pennies for the Memorial Campaign
- Breast Cancer Awareness

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Administrators (4) – (Tax Levy)
- Professional Development – Teachers College off-site calendar days staff development days (Title I)
- Professional Development – Columbia University Teachers College on-site staff development for a total of 24 days (Title I and Tax Levy)
- Purchase consumable instructional materials for student use during the regular day programs. (Tax Levy and Title I)
- NYSTL Funds will be utilized to ensure all classrooms have adequate non-fiction texts/content libraries to support students' literacy fluency of nonfiction texts. (Tax Levy and NYSTL)
- Push-in Literacy Intervention and Literacy Coaches (4) – (Tax Levy)
- Teachers of Students with Disabilities (IDEA) and Classroom teachers (Title II, Tax Levy, Title I ARRA, and Title I Funds)
- Substitute coverage will be funded through Title I funds. (Tax Levy)
- Teacher per session and per diem for professional development (approximately 2 days per month)
- Supervisor per session (approximately 2 days per month)
- Title III Funding- ELL after school program for eligible students in grades 3-6. The program will run two days per week.
- RESO A Grant funding

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 80% of students in K-6 will show growth in analyzing and writing responses to informational text by moving at least one level on a grade appropriate Common Core-aligned TCRWP rubric for Informational Reading and Writing Performance Assessments.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on item analysis

Administration analyzed the 2010-2011 NYS ELA exam results. Our data specialist carefully examined the item analysis results and determined that students in grades 3-6 demonstrated challenges in the written response portion of the exam. Therefore, writing instruction is paramount in all grades beginning in early childhood.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Target Population

All classroom teachers servicing students in grades K-6.

All students in grades K-6.

Responsible Staff Members

Principal

Assistant Principals

Literacy Coaches

Teachers College Staff Developers (external)
Grade Level Teams

Professional Development

- Professional development will be provided so that teachers understand Universal Design for Learning (UDL). They will use this support to ensure multiple entry points for all learners, including students with disabilities and English language learners.
- TC Staff Developers (external) will provide teachers with ongoing professional development. PD Topics will include TCRWP Informational Writing Performance Assessments, TCRWP Nonfiction Reading and Informational Writing Rubrics, differentiating instruction during writing workshop and unit of study supports.
- Literacy coaches will deepen teachers understanding of CCLS aligned tasks. Coaches will model appropriate grade level content work. Coaches will plan alongside classroom teachers.
- Teachers will participate in TC Calendar Days.
- Literacy coaches will participate in Teachers College Calendar Days and in TC Coaching Groups.

Actions/Instructional Strategies/Activities

- Administrators, TC Staff Developers, coaches and teachers will make sure the assessments determine whether students are achieving the knowledge and skills described in the CCLS for each grade level.
- Administrators will ensure that all classroom teachers are following the Teachers College Reading and Writing Project (TCRWP) curricular calendar. This year, they will engage in at least three units of study on nonfiction reading that they will teach during reading workshop (they will support more nonfiction reading during social studies and science).
- Nonfiction Reading unit lasts a month and will be taught alongside a unit in Information Writing.
- Teachers will engage students in units of study that will have students practice using their prior knowledge (Schema) and look for clues within the text to generate valid inferences.
- Classroom activities will enable students to gain practice analyzing non-fiction (informational text) and sharing their findings in a written response to text activity
- Students will learn how to include specific evidence from the text to strengthen their written responses.
- Students will apply the conventions of Standard English in their written responses to text.
- Teachers will engage students in units designed to support students' journey towards proficiency in writing and reading of informational texts about a subject which they have studied.
- Grade level meetings will be lead by administrators and literacy coaches. Each grade level will carefully refer to the benchmark writing samples and commentaries at monthly grade level meetings. They are intended to serve multiple purposes:
 - To inform instructional planning,
 - To provide clear examples of proficiency for administrators, teachers, students, and parents,
 - To provide benchmarks against which to determine student progress relative to grade level content standards, and

- To promote professional dialogue.
- At designated times in the academic calendar CCLS aligned writing tasks will be implemented with well planned differentiated instruction.
- In collaboration teachers will review samples of proficient student writing and collect it, analyze and score it.
- Standards based writing rubrics will be developed by TC Staff Developers, and coaches and understood by all classroom teachers
- After analyzing authentic student writing against a rubric, this information will be used to inform instruction.
- After engaging students in writing that grew across a unit of study, teachers will engage in formal scoring for end-of-unit assessments.
- Teachers will meet in study groups during designated times throughout the school year. (after school, extended day and grade meetings)
- On-site professional development will be offered by a lower and upper grade TC staff developer.

Monitor and Revise

- Engage students in at least two units of study that will focus on developing their proficiency in writing and reading informational texts about a subject they have studied.
- Give the TCRWP Nonfiction Reading and Writing Performance Assessment a minimum of two times per year.
- This task is intended as a formative and summative assessment to be administered before and after a unit of study on informational reading and writing.
- The initial administration of the assessment is designed to provide valuable information to guide teachers' planning for the unit. At the end of the unit, teachers can use the same assessment to assess student learning as a result of the instruction in the unit.
- Administering the assessment twice not only allows for rich understanding of student growth, it also provides a way to control for accuracy and reliability.
- Because the materials used in both administrations of the assessment are the same, it is important that both the texts and written responses from the initial administration are not discussed with students before the second administration.
- Students' proficiency of their ability to write informational texts and respond to texts read will be measured by an end of unit performance assessment.
- This assessment will probably take four periods – which might go over two to four days depending on students' stamina. The children will have the opportunity to watch, listen to, and read four texts, including a video, two read aloud texts that are above grade level, and a text they'll read independently that is at grade-level complexity for mid-way through their grade level.
- Teachers will look at students' performance on the first assessment to determine what their instructional plans will be for this unit of study.
- Teachers will submit to administration, students' final proficiency assessment data two times across the school year (TBD). Teachers will utilize the TCRWP Informational Reading and Writing Rubrics. (state approved)
- Teachers and administrators will share, during grade conferences, student progress based upon student work products, assessment data, and observations observed from classroom visits.

Implementation Timeline

September 2011 through January 2012

Initial Indicator – September /October, 2011

- Agendas and discussion in grade meetings and with supervisors
- Curriculum maps with documented aligned CCLS ELA tasks
- Tasks and performance assessment manuals including annotated student work will be provided and reviewed during grade level meetings.

Midterm Progress Point – November, 2011

- Classroom instruction and teacher observations
- Documentation of at least one focus unit of work per grade level.
- Documentation of assessment per grade level (initial and final)
- Common Core Task alignment with the three principles of Universal Design for Learning

Final Progress Point – December/January, 2012

- Evaluate student work utilizing the TCRWP Informational Reading and Writing Rubrics.
- Reevaluate our process to identify areas for improvement where necessary.
- Identify instructional implications that we will consider for students to perform at the next level.

Determine future curriculum adjustments that may need to be implemented.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- School Administrators/personnel will provide opportunities to help families understand the accountability system. To help families understand the NCLB- state accountability system, student proficiency levels, Annual School Report Card, and Quality Review Report families are invited to attend PTA and Coffee and Conversations meetings held monthly during flexible scheduled times . At the meetings, reports will be presented and explained to families. Initiatives of the Chancellor as related to analyzing and writing responses to informational text through a Common Core aligned rubric will be addressed and implemented to ensure student achievement.
- Our Parent Coordinator serves as our liaison between school and home by fostering collaboration pertaining to the needs of our students and community.
- Parents are invited to visit their child's classroom to observe instructional practices in the reading and writing workshop model.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- 100% of our staff members are Highly Qualified teachers teaching in core academic subjects for the 2011-2012 school year
- Teachers will participate in focused staff development sessions on analyzing and writing responses to informational texts. Teachers will also analyze grade appropriate common core aligned TCRWP rubrics for informational reading and writing Performance Assessments.
- With the assistance of our Network instructional specialist, teachers will participate in creating Performance Tasks integrated with the current literacy curriculum maps.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Through collaboration with the Leadership Academy and our school, presentations will be conducted by Data Specialist, George Foley, to the staff. The presentations will focus on data to strengthen instructional practices in areas of deficiencies in literacy.
- TC staff development sessions are designed with a lens on interpreting the writing continuum in analyzing and writing responses to informational text with an endeavor for students to progress along the continuum.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

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- Push-in Literacy Intervention and Literacy Coaches (4) – (Tax Levy)

- Teachers of Students with Disabilities (IDEA) and Classroom teachers (Title II, Tax Levy, Title I ARRA, and Title I Funds)
- Substitute coverage will be funded through Title I funds. (Tax Levy)
- Teacher per session and per diem for professional development (approximately 2 days per month)
- Supervisor per session (approximately 2 days per month)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 90% of classroom teachers will move a minimum of one performance level on the instructional framework in one category through a cycle of formative and actionable feedback that includes effective self-reflection, targeted professional development, and frequent supervisory feedback.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In order to address the Citywide Instructional Expectations for 2011-2012 school year and to strengthen teacher feedback, administration will be providing formative feedback to all staff members. This feedback will help teachers to improve their instructional practices and ultimately will yield in cohesive teaching throughout the building. When teachers are able to reference a unified framework for teaching, it provides them with effective and critical attributes as it pertains to their daily instructional lessons.

- Administrators will implement a research based teaching framework to articulate clear instructional expectations for teacher practice and teacher staff development.
- Administrators will engage in short frequent cycles of classroom observations, examine student work and provide educators with timely specific evidence based feedback to increase the effectiveness and rigor of their instruction.
- Teachers receive effective feedback on Common Core aligned tasks to ensure successes and to meet the challenges of SWD's and ELL's.
- Administrators support teachers in an endeavor to strengthen their capacity by providing high quality feedback through professional development from network teams

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Target Population

All teachers servicing general education, special education and ELLs

Responsible Staff Members

Principal
Assistant Principals
Data Specialist
Coaches
Staff Developers (external)
Teachers

Professional Development

PD will be given on the following topics: Danielson's "A Framework for Teaching"; Instructional Expectations 2011-2012; use of data to plan and set goals; Interim assessments to monitor and revise curriculum.

Actions/Instructional Strategies/Activities

- The school community must come to agreement about the domains that make up the school-wide instructional framework.
- Groups of teachers will focus on one domain each to identify what this would look like at each performance level (either in instructional or planning) and align the language to school-specific structural systems. This work will be shared/vetted among whole staff.
- Teachers self-assess in all 10 domains during Chancellor's Day, eventually selecting two domains to serve as professional goals for the coming school year.
- School administrators will review and use that information to plan goal-setting conversations and create preliminary critical friends groupings.
- Critical friends groups will come together to research, peer-inter-visitation, develop best practices and conduct ongoing reflection connected to their chosen domains.
- Direct supervisors and the building principal will tailor the informal observation form to each teacher's goals and visit at a minimum two-three times per marking period.
- In addition to frequent observations, the principal will schedule one-to-one introductory meetings to set professional goals, analyze initial student data, and to develop a professional development plan.
- During introductory meetings, we will establish a clear approach to measuring student growth and incorporate that growth as a significant factor in evaluations.
- The principal will schedule mid-year review meetings to analyze observation data (highlighting goals), student data, periodic assessment results, to adjust goals and support as necessary.
- Teachers will bring at least TWO pieces of student learning data (diagnostic & benchmark) in order to determine the teacher's

progress toward showing student academic growth and attainment goals; a copy of teacher goals.

- Supervisors will conduct three more informal observations and critical friends groups will continue to meet.
- Teachers reflect on movement towards goals with evidence.
- Summative review/End of Year meeting.

Monitor and Revise

- Administrators, peers, and coaches will visit classrooms to observe and give constructive feedback.
- An excel spreadsheet will be designed that reflects the teachers selection to focus on 1-2 strands from the Instructional Framework based on self-reflection, data and observational feedback.
- Administrators will give supervisory effective feedback that is aligned to the goals. These effective characteristics include:

Specific and evidence-based:

- Gives facts, low inference evidence
- Analysis and interpretation justified by evidence and aligned to the rubric

Selective:

- Prioritizes 1-2 most important practices that will improve student learning

Actionable:

- Identifies clear actions that can be taken in the next two weeks that will help teacher improve
- Next steps should be developmental and specific

Timely and time-bound:

- Gives feedback within 48 hours of observation
- Follow-up in a set timeframe

Degree of importance

- Communicates level of concern

- Teachers will move a minimum of one level in each framework category as evidenced by frequent cycles of observation assessment.

Introductory Meeting - Progress Point – October 2011

Mid-year Review Meeting - Progress Point – March 2012

Summative Review/End Year Meeting - Progress Point – May and June 2012

Implementation Timeline

September, 2011 through June, 2012

Initial Indicator - September/October 2011

- Teachers select to focus on 1-2 strands from the Instructional Framework based upon self-reflection and data.

- One-to-one conferences with the principal will be held beginning in the first six weeks of school.
- Each staff member will develop professional development goals focusing on the Domains from Charlotte Danielson’s “Framework for Teaching”
- Staff members will determine their professional development needs and document them by completing and submitting BLAPs prior to one-to-one meetings with the principal
- Teachers will be placed in critical friends groups based upon their professional development needs.

Midterm Progress Point – March 2012

- Meeting minutes and agendas from the various meetings held from October 2011 – March 2012 (critical friends, grade meetings, inquiry team and professional development)
- Teacher created assessment plans, diagnostic and periodic assessment exams
- Observational feedback data
- Teacher reflection of their practice
- Documented peer inter-visitations
- Intervention logs (small group instruction plans) that will be reviewed on a monthly basis
- Ongoing supervisory feedback based upon each teacher’s aligned goals
- Evidence from mid-year review meetings conduct by the principal
- Each teacher will receive a typed summary and a synopsis memorializing principal led one to one meetings. Discussions will focus on an analysis of observation data (highlighting goals), student data, periodic assessment results, to adjust goals and support as necessary.

Final Progress Point – May/June 2012

- Walkthrough and observation reports.
- Summative review/End of Year meeting with the principal
- Teachers will move a minimum of one level in each framework category as evidenced by frequent cycles of observation assessment.
- Teachers will reevaluate this process by completing teacher surveys.
- Survey results will be reviewed and administration and teachers will determine next steps.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops are conducted that encompass 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.

- We provide opportunities for parents to help them understand the accountability system, e.g. NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- Our school utilizes learning academic time efficiently by implementing curriculum aligned to the Common Core Learning Standards
- The school provides families with timely information regarding performance profiles and individual student assessment results *for* each child and other pertinent individual school information

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **100% of our staff members are Highly Qualified teachers teaching in core academic subjects for the 2011-2012 school year**
- Administrators regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Our school developed a student teacher partnership with St. John's University which enables us to hire those candidates who will transition easily to our school community

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- CSA and the Executive Leadership Academy, provides professional conferences and workshops to help establish and strengthen school structures. The information gleaned from workshops is then turn-keyed to staff.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per month)
- Professional instructional materials to support team meetings during the regular school day and after school.
- Teacher per session (2 days per month) differentiated professional development and critical friends group meetings.
- Per diem substitute teachers to facilitate teacher team meetings
- Teachers will meet weekly in differentiated professional development
- Teachers will meet once a week during extended day and frequently during their professional periods for grade team meetings to perform

inquiry work related to student outcomes

- Teachers will track long term learning targets, and notify both students and parents about student progress via regularly distributed progress reports (Engrade)

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Effective Math Pedagogy, Assessment, Differentiation and Intervention

By June 2012, the percentage of students achieving Levels 3 and 4 in Mathematics for Grades 3, 4, 5, & 6 will increase 3% from 64.5% in the 2010-2011 school year to 67.5% in the 2011-2012 school year.

Sub-Goals:

- a) For Grades K-2 students identified as being below grade level benchmark standards in Mathematics to progress one phase (Numeration/Counting) as measured by the Early Childhood Mathematics Assessment Interview
- b) For Grades 3-6 students identified as being below grade level benchmark standards in Mathematics to progress one phase (Numeration) as measured by the Early Childhood Mathematics Assessment Interview ECAM
- c) By June 2012, teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced mathematics instruction for all subgroups
- d) By June 2012, all teacher teams will implement one rich Performance Task (Culminating Activity) embedded in a rigorous unit of work, aligned to CCLS (NYS)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the 2010-2011 State Mathematics test, 64.5% of the Grades 3-6 students achieved a performance level 3 or 4 with the average student proficiency rating being 3.28. This indicates a need to build students' mathematical thinking and reasoning skills further, particularly in the area of Number Sense.

The students' median adjusted growth percentile was 66.0, 30.6% of the peer range and 47.4% of the city range. The school's median adjusted growth percentile for the school's lowest third was 64.0.

With regards the closing the achievement gap credits achieved by the students at P.S. 117, only 33.1% of English language Learners achieved a Level 3 or 4, with the city's top 20% cut-off being 55%.

Of the lowest third of students city-wide, only 36.8% of students at P.S.117 achieved a level 3 and 4 as compared to the top 20% of schools citywide cut-off of 52.9%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Target Population

All students in grades K-6

Responsible Staff Members & Scheduling

Principal

Assistant Principals

Data Specialist

AUSSIE Math Consultant

PCEN Math Teacher

F-Status Math Support Service Teacher

Teachers

- Scheduling common preps and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work and CCLS aligned planning
- Assistant Principals responsible for ensuring and monitoring instructional expectations in Mathematics with various grade levels

Professional Development

- PD will be given during grade meetings
- Administrators and AUSSIE consultants will allocate time with teacher leaders
- Lab sites will be created for interclass visitations and for sharing best practices
- PD topics will include: the use of CCLS aligned tasks and Webb's Depth of Knowledge Framework; further development of inquiry teams to address lesson planning

Actions/Instructional Strategies/Activities

- Grade level teacher teams examine and analyze formative and summative assessment data to develop implications for practice within daily balanced mathematics instruction for all sub groups.
- Implement P.S. 117 Mathematics K-6 pacing calendars incorporating tiered and differentiated Workshop Model Math lessons which are aligned to CCLS grades Pre-K to Grade 2 and CCLS/NYSS for grades 3-6.
- Small group work will include Guided Math intervention sessions and incorporate a focus on the Mathematical Practices and higher order

thinking through various levels of problem solving including:

- Problem Solving tasks
 - Open Response tasks
 - CCLS aligned unit of work and performance task
-
- Grade level teacher teams will examine NYCDOE units of work according to Universal Design for Learning principles and Understanding by Design structure as well as develop clarity of understanding with effective teaching practice and content for unit implementation.
 - Implement a CCLS aligned unit of work and performance task
 - Administration and AUSSIE Math consultant will coach teachers as per identified needs in various aspects of balanced mathematics instruction, using assessment to inform teaching and learning
 - Conduct **Looking at Student Work** sessions with teachers to:
 - a. Analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice (Fall)
 - b. Analyze student work of rich performance task (mathematics) and develop consistency of judgments utilizing CCLS aligned rubrics (Spring)
 - c. Analyze each grade's Mathematics assessments with Hess' Cognitive Rigor Matrix to check for balance and range of higher order thinking skills being assessed
 - Focus on ensuring weekly Guided Mathematics sessions meet the needs of ALL students as informed by data.
 - Establish Data Inquiry/Teacher Team of at-risk students evidenced in State test Data (Levels 1 and 2 in Grades 3-6), and also determined by ECAM data (by phases determined)
 - Align all after-school extended day RtI groups to effective mathematics instruction by:
 - a. Identifying students who are not at grade level standard as measured by diagnostic tools (ECAM, Numeration/Operations CCLS-aligned Diagnostics, and Basic Facts interview grids)
 - b. Forming teacher teams to work with these students after-school
 - c. Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to after-school instruction, focused on students' specific misconceptions and needs
 - Data-driven, job-embedded professional development for teachers in terms of Mathematics instruction is focused on tiered differentiated workshop model lessons. By working in student work sessions, informed guided math and daily workshop models teachers will apply CCLS alignment and gap analysis with curriculum/units of work/performance tasks/CCLS knowledge and key understandings of content.
 - Test Preparation will be implemented and more specifically aligned, to differentiated and individually targeted populations. Balanced mathematics units of work as indicated by students' mathematics needs, will be implemented 30 – 60 days before test.
 - Teachers, Coaches, Principal and Assistant Principals will monitor and review ongoing student data to inform knowledge of student progress and check with teachers as to students needs when not exhibiting growth.

- Support and scaffold intervention will be provided by classroom teachers to ensure ongoing growth of each child in mathematical thinking, reasoning and understanding.
- Access Network’s instructional specialists to further support teachers’ meetings, guidance to coaches and in-classroom coaching

Decision Making Process

- A primary focus of the work in mathematics is in grade level teacher teams to empower teachers to reflect and plan for their individual needs in relation to effective teaching and learning of mathematics
- The number of **Looking at Student Work** sessions this year will ensure teachers remain focused on evaluating the effectiveness of the actions in the plan and inform their adjustments and modifications to curriculum and their teaching
- June Planning sessions to align CCLS to units of work and build teachers’ capacity in planning further CCLS units of work for next year will focus on empowering teachers to reflect on students’ work this year
- By using identified students and teachers’ needs with regards CCLS implementation, teachers will develop a cohesive and comprehensive and rigorous curriculum map for each grade for 2012/2013
- Teacher leaders are involved in whole school strategic planning by serving on the School Leadership Team and by participating in the yearly whole school planning retreat to set the focus and direction of the 2012/2013 school year
- The coaches/consultants will facilitate teacher leadership in grade level meetings focused on looking at student work sessions, planning sessions and reflection sessions on the implementation of the tiered Workshop Model lessons, guided math sessions, and problem solving sessions
- Investigate electronic tracking of data for teachers’ easy access to data spreadsheets so as to best and efficiently inform instruction

Monitor and Revise

Evidence of Achievement

- Improvements in State test results 2011/2012
- Whole School assessment Framework data tracked and monitored each marking period
- Students’ phases of development as measured by Early Childhood Assessment in Mathematics (ECAM) and pre and post-tests tracked and monitored, showing progress
- Agendas for Teacher Teams’ meetings and sign-on sheets
- Consultants’ and coaches’ logs and yearly professional development plans

Timeline for Implementation

Sept-June : Ongoing scaffolding, coaching, support of teachers in implementation of effective mathematics instruction

Fall: Teacher Team meetings to discuss and explore actions/timeline/ professional development needs related to Chancellor’s Instructional Expectations 2011/2012

Fall: **Looking at Student Work** with existing performance tasks from Whole School Mathematics Assessment Framework

Fall-Winter: exploration, choice, development of Units of work, UDL principles, cognitive rigor inherent in task and in unit, building teachers' familiarity with content- development of specific PS117 monthly overview sheets to detail each grade level teacher team expectations

Winter: Implementation of CCLS unit of work and culminating performance task

Spring: **Looking at Student Work** sessions with teacher teams and performance task from unit & development of implications for next year

May/June: Development of new Unit of Work and performance tasks (initial/mid-point and culminating)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Our Parent Coordinator facilitates parent workshops for families of students in grades K-3 to assist parents understand the CCLS math standards through shared home activities
- Assistant Principals will conduct parent workshops detailing some changes to the NYS Math exam to provide support for their child at home
- Families will receive monthly curriculum newsletters detailing current math concepts being addressed in each grade.
- Students receive daily mathematical practice at home to reinforce concepts taught in school. Parents can access the HSP and math websites (I-Ready, Study Island, AppleSeedAnalytics) to monitor and support their child's academic growth in mathematics.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **100% of our staff members are Highly Qualified teachers teaching in core academic subjects for the 2011-2012 school year**

The strategies embedded in the action plan focus on building teachers' knowledge and understanding of the effective teaching of balanced mathematics. These components include four days a week tiered, differentiated Workshop Model lessons, one day week Guided Mathematics sessions, one day week scaffold problem solving session with Exemplars focused on modeling and scaffolding students' ability to write and represent their thinking and reasoning skills mathematically. It is also aimed at strengthening this Tier One instruction in a proactive approach so that less student referrals are made to Tier Two and Tier Three and ultimately Special Education. To this end the action plan directly details the building of teachers' capacity to provide for targeted intervention for at-risk students aligned to Response to Intervention principles and mandates as per the NYS requirements by July 2012. It also addresses building the Response to Intervention outside classroom teachers' capacity through professional development to address these needs following proven research-based effective Mathematics practices.

The professional development by both administration and the consultants will be tailored to teachers' needs and will aim to specifically build each teacher's ability to effectively teach the components of a balanced Mathematics program within CCLS aligned units of work. This

professional development will include intensive multi-session work with teachers and out-of-classroom teachers on the teaching of Mathematics, focusing particularly on Number Sense, including mental computation. (E.g. Using assessment data to inform classroom and intervention teaching; guided math intervention strategies). This professional development will deliberately include the RTI team and specialist and cluster teachers.

We will utilize professional development activities to support the teaching strategies required for the implementation of an effective differentiated and balanced mathematics program

This professional learning plan will also focus on specific **Looking at Student Work** sessions with teacher teams in the Fall (for Gap analysis with CCLS, as per Chancellor's Instructional Expectations). In addition, in the Spring we will analyze students work with the performance task implemented as part of the unit of study in the Winter (aligned to CCLS and as per the Chancellor's Instructional Expectations). Other teacher team meetings will also focus on **Looking at Student Work** sessions to collaboratively analyze students' work with performance tasks; building consistency of judgments among all staff with regards the CCLS Mathematics Practices and Content domains, and aligning data to classroom instruction, in order to differentiate mathematics instruction.

This inquiry work will provide a common forum for building consistent understandings of the CCLS expectations in curriculum and teaching as well as provide a basis for understanding the needs of the P.S. 117 students' current gaps in understandings with the CCLS and thus the consequent adaptations and revisions needed in curriculum (the tasks) and the teaching.

Lastly, the professional development plan will build teachers' understandings, knowledge and skills to be able to develop, implement and evaluate a specific rigorous CCLS aligned unit of work within which is embedded a rich performance task by Winter as per the Chancellor's Instructional Mandate 2011/2012 and informed by Universal Design for Learning Framework principles.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- PCEN Title I math specialist services students in the upper grades intensively to address deficiencies in mathematics.
- Our school has hired an F-Status teacher to specifically target students displaying challenges in content related math curriculum.
- After school extended day program is implemented weekly for a 75 minute period to work with students in grades 1-6 who are currently at a Level 2 or lower based on mathematical data from the previous 2010-2011 school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Administrators (4) – (Tax Levy)

- Purchase consumable instructional materials for student use during the regular day programs. (Tax Levy and Title I)
- Push-in F Status support (Tax Levy and Title I Funds)
- Teachers of Students with Disabilities (IDEA) and Classroom teachers (Title II, Tax Levy, Title I ARRA, and Title I Funds)
- Substitute coverage will be funded through Title I funds. (Tax Levy)
- Teacher per session and per diem for professional development (approximately 2 days per month)
- Supervisor per session (approximately 2 days per month)
- Title III Funding- ELL after school program for eligible students in grades 3-6. The program will run two days per week.
- RESO A Grant funding

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% Students with Disabilities will participate in the Harcourt pre and post unit assessments in order to make gains on the i-Ready Diagnostic tool through the use of CCLS aligned math tasks and Webb's Depth of Knowledge.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We conducted a comprehensive review of our school's educational program. Information was gathered using current quantitative and qualitative data in regards to student performance trends and other indicators of progress. We discovered our school's strengths, accomplishments and challenges. Based upon our findings and implications from the comprehensive needs assessment, we determined our SWDs did not make AYP in Mathematics for 2010-2011 school year as indicated in the School Report Card. Our school's instructional goal for 2011-2012 was designed to address and strengthen instructional practice for Students with Disabilities in grades 3-6.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation

Target Population

All classroom teachers servicing students in grades K-6 and students in grades K-6.

Responsible Staff Members

Principal
Assistant Principals
Math Support Service Teachers
AUSSIE Math Consultants (external)
i-Ready Consultant

Data Specialist
Special Education Teachers

Professional Development

- PD will be given during grade meetings.
- Administrators and AUSSIE consultants will allocate time with teacher leaders.
- Lab sites will be created for interclass visitations and for sharing best practices.
- PD topics will include: the use of CCLS aligned tasks and Webb's Depth of Knowledge Framework; further development of inquiry teams to address lesson planning.
- PD will be given on the following topics: iReady Diagnostic and Instruction as well as i-Ready NY

Actions/Instructional Strategies/Activities

- Provide professional development to all grades K-6 Special Education teachers in utilizing the online platform (i-Ready) which offers a computer adaptive diagnostic, personalized data driven instruction based on foundational skills and standards-based practice.
- i-Ready assessment(s) will be given quarterly. The baseline assessment will assess individual special needs learners across multiple grade levels to pinpoint learning gaps
- Teachers will be able to generate and implement individualized action plans.
- Differentiated action plans will be delivered on-line for SWDs. Classroom teachers will monitor students' progress.
- Parents will receive effective communication about students' performance and will be given explicit examples and ways to best support their children based upon the individual performance of their child.
- Ongoing progress monitoring will occur for SWDs in grades K-6.
- The i-Ready Diagnostic will help provide support for Tier I students and SWDs as efforts will be made to ensure student growth.
- Instruction will be enhanced for SWDs. Teachers will support students academically as we transition to the Common Core Learning Standards.
- Planning time will be given to special education providers to enable them to analyze student assessment data and to look closely at student work.
- Teachers and administrators will share best practices for working with special needs students.
- Instructional cabinet members will discuss the progress of students, curriculum gaps, and plans for support both classroom teachers and students.
- School-wide walkthroughs will be conducted to monitor the implementation of i-Ready, to monitor student engagement in learning and to assess school wide academic structures.
- We will address the Framework for Teacher Effectiveness by designing coherent mathematics instruction throughout the building.
- Administrators and teams of teachers will develop one focus unit of work at each grade level, with a focus on conceptual understanding.
 A focus on operations and algebra in Kindergarten and grade 3. A focus on number and base ten grades 1 and 2. Focus on

fractions in grades 4 and 5. ☑ A focus on proportional thinking in grade 6.

- Align all other units to CCLS/NYS standards as required by City mandates.
- Administrators, teachers and AUSSIE consultants will actively design student assessments.
- Modify and implement the focus unit assessment at each grade level, so as to address required standards and meet levels 3 and 4 of Webb's Depth of Knowledge framework.
- Introduce a book by author Marilyn Burns titled, *Number Talks* (as a resource) from K-6 to develop place value understanding, number sense and flexible mental computation.
- Align this Common Core Task with the three principles of UDL; providing options in representation, action/expression, and engagement.
- Teachers will receive professional development in utilizing rubrics (content and process) and use these rubrics to assess students' performance according to the content standards in the CCLS.
- Classroom teachers will implement the math tasks, which will be completed in the spring.
- Students will engage in Common Core-aligned culminating tasks, these tasks will be embedded in units of study that are also aligned to the new standards.

Monitor and Revise

- Administrators, peers, and our Math AUSSIE Consultant will visit and facilitate team meetings to give constructive feedback about the appropriateness of tasks and assessments.
- Documentation of one selected focus unit of math work will be given to all grade levels.
- Documentation of each grade level assessment aligned with DOK will be selected and given to classroom teachers.
- CCLS aligned units and tasks in mathematics will be implemented and administered to students at each grade level during the spring semester. (March 2012 - May 2012).
- Teachers will identify instructional implications they will consider in order for students to perform at the next level. (March 2012 - May 2012).
- Place students' scores into class Google Document spreadsheets so that Administrators, coaches and teachers will be able to monitor student performance. (May 2012)
- Compare September 2011 baseline results to the June 2012 results to ascertain what percentage of children actual made academic gains and reached grade level proficiency.

Implementation Timeline

September 2011 through May 2012

Initial Indicator – January /February, 2012

- Agendas and discussion in grade meetings and with supervisors
- Curriculum maps with documented aligned CCLS math tasks

Midterm Progress Point – March, 2012

- Classroom instruction and teacher observations
- Documentation of one focus unit of work.
- Documentation of assessment
- Alignment with Webb’s Depth Of Knowledge
- Common Core Task alignment with the three principles of Universal Design for Learning

Final Progress Point – May/June, 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide parents reasonable access to staff by: 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., Coffee and Conversation meetings with the Principal
- Provide general support to parents by: sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community
- Parents/Guardians agree to participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **100% of our staff members are Highly Qualified teachers teaching in core academic subjects for the 2011-2012 school year**
- We have teachers who engage in the following professional circles:
 - Teacher Teams
 - Inquiry Teams
 - Weekly Grade Planning Sessions
 - Monthly Grade Conferences with administration

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- PCEN Title I math specialist services SWD students in the upper grades intensively to address deficiencies in mathematics.
- Our school has hired an F-Status teacher to specifically target students displaying challenges in content related math curriculum.
- After school extended day program is implemented weekly for a 75 minute period to work with students in grades 1-6 who are currently at a Level 2 or lower based on mathematical data from the previous 2010-2011 school year.
- i-Ready program offers individualized adaptive assessment

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Software Funds – (NYSTL and Tax Levy)
- Administrators (4) – (Tax Levy)
- Professional Development – A.U.S.S.I.E. on-site staff development days (Title I)
- Purchase consumable instructional materials for student use during the regular day programs. (Tax Levy and Title I)
- NYSTL Funds will be utilized to ensure all classrooms have adequate Concept Readers and math content libraries to support students' math fluency and mastery of concepts. (Tax Levy and NYSTL)
- Push-in/Pull-out AIS Math Teacher (1) – (Tax Levy)
- Teachers of Students with Disabilities (IDEA) and Classroom teachers (Title II, Tax Levy, Title I ARRA, and Title I Funds)
- Substitute coverage will be funded through Title I funds. (Tax Levy)
- Teacher per session and per diem for professional development (approximately 2 days per month)
- Supervisor per session (approximately 2 days per month)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 35 | 30 | N/A | N/A | 1 | N/A | N/A | 2 |
| 1 | 40 | 38 | N/A | N/A | 2 | N/A | N/A | 11 |
| 2 | 27 | 25 | N/A | N/A | 9 | N/A | N/A | 8 |
| 3 | 56 | 60 | N/A | N/A | 0 | N/A | N/A | 5 |
| 4 | 52 | 34 | 34 | N/A | 0 | N/A | N/A | 8 |
| 5 | 70 | 28 | 28 | N/A | 7 | N/A | N/A | 10 |
| 6 | 75 | 18 | 18 | N/A | 4 | N/A | N/A | 12 |
| 7 | - | - | - | - | - | - | - | - |
| 8 | - | - | - | - | - | - | - | - |
| 9 | - | - | - | - | - | - | - | - |

| | | | | | | | | |
|----|---|---|---|---|---|---|---|---|
| 10 | - | - | - | - | - | - | - | - |
| 11 | - | - | - | - | - | - | - | - |
| 12 | - | - | - | - | - | - | - | - |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | <p>4 Reading Teacher/Coaches, 2 SETSS teachers. During the Literacy Block, students will receive small group instruction. A push-in model will be used during the school day and after school. The following programs will be used with students who are in need of intervention: Wilson, Fountas & Pinnell Leveled Literacy Intervention, Kaplan Advantage & Kaplan Essential Skills Foundations, Open Court Intervention, Foundations and SRA Phonics Intervention. At-Risk students also receive intervention in our extended day program. Differentiated instruction will be given to meet the needs of the students. Headsprout licenses are granted to particular beginner students</p> <p>English as a Second Language: A Title III ESL Program- Each class of students will receive instruction from a teacher and a certified ESL teacher. As they team teach lessons and techniques in an after school program.</p> <p>In grades 3-6 ESL students with NYSESLAT levels ranging from beginning, intermediate and advanced will participate in an after school program facilitated by 4 ESL certified teachers, two content and area teachers who are Wilson and Foundations trained. . The goal of the title III after school program is to ensure that ESL students are equipped to pass the NYSESLAT ELA and mathematics exams.</p> |
| Mathematics | <p>1 PCEN Math teacher and 2 SETTS teachers will provide small group instruction. Pull-out and push-in model during school hours and after school. Teacher created materials and the HSP will be used along with manipulatives. Students will address content and procedural skills. Differentiated instruction will be provided to meet the needs of the students. Students will utilize a concrete approach in order to address and develop problem-solving techniques.</p> |

| | |
|---|--|
| Science | Classroom teachers provide State mandated periods of science instruction. In addition, 2 science cluster teachers will provide instruction in class as well as pull-out students needing service in a minimum of 45 minute per week for all classes. Foss Kits, Harcourt Brace text, Interactive SmartBoard Science Lessons, non-fiction science literature, and Science materials will be used. Students will participate in an after school small group science tutorial program. Differentiated instruction will be provided in order to meet the individual needs of students. |
| Social Studies | Classroom teachers provide mandated periods of social studies instruction. In addition, 1 social studies teacher will provide instruction for student on a minimum of 45 minutes per week for most classes. Use of trade books, non-fiction literature studies, Interactive SmartBoard Technology, and document based instruction will be used to meet the learning needs of students. Teachers will follow themes and differentiate instruction for individual students. |
| At-risk Services provided by the Guidance Counselor | Small group instruction, one-to-one sessions use peer mediation strategies to increase efficacy of the students. Parental outreach will be provided on an on-going basis. Two Guidance Counselors will provide parent classes for parents who need additional parenting skills and support. Guidance Counselors will also push-in to some classes to provide first hand assistance and to help at-risk students. Students are assisted in learning how to deal with various personal issues including school, friends, family, and current events. |
| At-risk Services provided by the School Psychologist | N/A |
| At-risk Services provided by the Social Worker | N/A |
| At-risk Health-related Services | School Nurse and the Guidance Counselor identify at-risk students with health issues. They will provide referrals and parental outreach regularly. In addition, students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc. |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

Part I: School ELL Profile

A. School Information

| | | | |
|---|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader CFN #410 | District 28 | Borough Queens | School Number 117 |
| School Name J. Keld/Briarwood | | | |

B. Language Allocation Policy Team Composition

| | |
|--|---|
| Principal Paula Cunningham | Assistant Principal Tara Malagoli |
| Coach Judi Kugel | Coach Mary Conlon |
| ESL Teacher E. Aaron - Teacher/Coordinator | Guidance Counselor T. Elias/ S. Campbell |
| Teacher/Subject Area E. Budhram - ESL | Parent Maya Gutteriez-Grandos |
| Teacher/Subject Area W. Hsieh/ P Friedman - ESL | Parent Coordinator Jennifer Andres |
| Related Service Provider A. Lunavictoria - Special Ed | Other type here |
| Network Leader Altagracia Santana | Other Christopher Groll |

C. Teacher Qualifications

Please 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 ESL teachers | 7 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | 1210 | Total Number of ELLs | 139 | ELLs as share of total student population (%) | 11.49% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

ELL Identification Process

Question 1

Public School 117 is located in Briarwood, Queens with a population of approximately 1,210, of which 11.49% or 139 students have been identified as English Language Learners. During the registration process, office personnel contact the ESL Coordinator or other certified ESL teachers, who use the HLIS (Home Language Identification Survey) and informal interviews with parents/guardian and students, to identify potential English Language Learners. Interviews are done by fully certified ESL personnel as per CR Part 154, assisted by school based translators. The credentials of the pedagogues administering the HLIS and the LAB-R are as follows:

Four fully certified ESL teachers

- All teachers have a Masters degree in TESOL
- 1 teacher speaks English and some French; completed the Bi-lingual and ESL Teacher Leader Academy (BETLA) program at Bank Street College of Education
- 1 teacher speaks English and Mandarin
- 1 teacher speaks English and Spanish; completed the Bi-lingual and ESL Teacher Leader Academy (BETLA) program at Bank Street College of Education
- 1 teacher speaks English only

Within 10 days of registration, potential ELLs are administered the LAB-R exam to determine whether or not they are entitled to receive ESL services, based on the state designated level of proficiency on the LAB-R. When entitlement is verified, parents/guardians are invited to view the Parent Orientation video. Parents are notified of their children's placement based on parent survey and choice. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R, are administered the Spanish LAB during the same testing period in order to determine language dominance for instructional planning.

Each year in Spring, all ELLs are evaluated in Listening, Speaking, Reading and Writing using the New York State English as a Second Language Achievement Test. To ensure that all ELLs receive the NYSESLAT annually, the ESL teachers print, and cross reference the ATS report (RLER). All four components of the test are administered by fully certified ESL teachers as follows:

- The Speaking subtest is administered to students individually at a location separate from other students.
- The Listening, Reading, and Writing subtests are administered to groups of students. The make-up test dates are any dates that remain in the primary administration period.
- English Language Learners with disabilities should be provided the testing accommodations specified in their IEP or 504 Plan, with two exceptions:
 - the Reading subtest may not be read to any student.

- For the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.
- The school must supply CD players for administering the Listening subtest to students in Grades 2 and above.

Question 2

Within 10 days of entitlement verification, parents/guardians of newly enrolled ELLs receive entitlement letters (Appendix C) in English and their native language, and are invited and encouraged through letters and follow-up phone calls, to participate in an orientation. Copies of letters and attachments are filed in binders. At the orientation, an agenda and sign-in sheet are distributed to the participants. A video is shown on the programs available - TBE, Dual Language and Freestanding ESL. Our Parent Coordinator and other staff members, who are bilingual or multilingual, are also available to discuss assessments and expectations for their children, and respond to questions about the questionnaire. Participants are provided with an informational brochure “The Guide for Parents” in the home language. Parents/guardians fill out the parent orientation survey and the program selection forms (Appendices D and F), and select the program that will best meet their children’s needs. Subsequently, the children are placed in the program of choice. This process is ongoing throughout the year whenever new students are admitted to the school. If no selection is made by the parent, students are placed in the default program as per CR Part 154.

Question 3

ESL teachers and the Parent Coordinator ensure Program Selection forms are returned by reaching out to parents via telephone, resending invitation letters, and providing parent workshops on an ongoing basis. Parents also have the opportunity to make their program selection on site, after they view the Parent Orientation video. A phone log of all phone calls, and a binder with copies of all Entitlement letters (Form C), and other written correspondence, including second notifications and program selection forms, are stored within the ESL department.

Question 4

The criteria used to place identified ELL students in bilingual or ESL instructional programs include parent choice, and CR Part 154, as amended by the ASPIRA Consent Decree which requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. Parents choose the program during parent orientation or by filling out Appendix D – Program Selection Form. The parent orientation survey and program selection forms are provided in English as well as the home language. In addition, school personnel who speak the parents’ languages, are also available to assist. The school’s goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects.

Based on the LAB-R assessment, placement letters (Form F) in English and the Home Language are sent home. Copies of these correspondence are placed alphabetically in binders and stored securely in the ESL department.

Based on the results of the NYSESLAT, continued entitlement letters (Form G) are sent home in English and the Home Language. Copies of these correspondence are placed alphabetically in binders and stored securely in the ESL Department

Question 5

A review of the Parent Survey and Program selection forms for the past three years, as well as interviews conducted with parents, indicate that parents have overwhelmingly selected the ESL program. In 2011-2012 approximately 97% of parents selected ESL as their first choice.

Question 6

The program model offered at P.S. 117 is aligned with parent choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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K **1** **2** **3** **4** **5**
6 **7** **8** **9** **10** **11** **12**

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|--------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 1 | 4 | 2 | 3 | 2 | 3 | 3 | | | | | | | 18 |
| Total | 1 | 4 | 2 | 3 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|---|
| All ELLs | 139 | Newcomers (ELLs receiving service 0-3 years) | 112 | Special Education | 9 |
| SIFE | 3 | ELLs receiving service 4-6 years | 27 | Long-Term (completed 6 years) | 6 |

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 special education. [?](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 112 | 3 | 7 | 27 | 0 | 2 | | | | 139 |
| Total | 112 | 3 | 7 | 27 | 0 | 2 | 0 | 0 | 0 | 139 |

Number of ELLs in a TBE program who are in alternate placement:

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 |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | | |
| | EL | EP | |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| TOTAL | 0 | |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| Spanish | | | | | | | | | 0 | 0 | |
| Chinese | | | | | | | | | 0 | 0 | |
| Russian | | | | | | | | | 0 | 0 | |
| Korean | | | | | | | | | 0 | 0 | |
| Haitian | | | | | | | | | 0 | 0 | |
| French | | | | | | | | | 0 | 0 | |
| Other | | | | | | | | | 0 | 0 | |
| TOTAL | 0 | |

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second 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 | 3 | 7 | 3 | 9 | 9 | 6 | 8 | | | | | | | 45 |
| Chinese | 0 | 0 | 1 | 0 | 0 | 0 | 1 | | | | | | | 2 |
| Russian | 1 | 3 | 2 | 2 | 2 | 3 | 2 | | | | | | | 15 |
| Bengali | 2 | 2 | 6 | 4 | 2 | 3 | 3 | | | | | | | 22 |
| Urdu | 2 | 4 | 0 | 0 | 0 | 0 | 5 | | | | | | | 11 |
| Arabic | 5 | 3 | 6 | 3 | 3 | 3 | 2 | | | | | | | 25 |
| Haitian | 0 | 1 | 0 | 0 | 1 | 0 | 0 | | | | | | | 2 |
| French | 0 | 0 | 0 | 0 | 1 | 0 | 0 | | | | | | | 1 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 |
| Punjabi | 1 | 0 | 0 | 1 | 0 | 1 | 1 | | | | | | | 4 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 |
| Albanian | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 1 |
| Other | 0 | 2 | 2 | 3 | 2 | 1 | 1 | | | | | | | 11 |
| TOTAL | 15 | 22 | 20 | 22 | 20 | 17 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Programming and Scheduling Information

Question 1

P.S. 117 provides English as a Second Language services to mandated English Language Learners through the Freestanding ESL Push-in/Pull-out model in Grades 1 through 6, and the Pull-out model in the Kindergarten grade. The heterogeneous Kindergarten classes travel as a group to their ESL classroom where instruction is delivered by a certified ESL teacher. ELLs in the Push-in model are served in a heterogeneous setting as well. Students who are very low Beginners are pulled-out to meet their basic ESL academic needs.

Question 2

Advanced ELLs are given 90 minutes per day, two times per week of instruction. Beginning and Intermediate ELL students are given 90 minutes per day, four times per week for a total of 360 minutes of instruction. These instructional periods are based on the proficiency levels of the students and the NYS unit formula. ESL teachers and administrators plan the delivery program to ensure that the mandated number of minutes is provided. Attendance is taken for every ESL class. Teachers' program cards are visible at all times.

Through a push-in model, ELA instruction, is delivered jointly by our state certified ESL teachers and the general education teachers. The ESL teachers "push-in" to the classrooms for the required number of instructional minutes as per CR Part 154. Co-teaching is carried out using the parallel teaching method. The parallel teaching allows both teachers to teach the same information, but ELLs are taught using ESL strategies in small groups. This form of differentiation allows scaffolding for the English Language Learners, and fosters a safe environment for academic growth. The small group provides more focused, intensive group instruction and interventions during reading. Additionally, in grades 4 and 6, fourteen students receive services in a general education classroom by dually certified General Education/ESL teachers. Both dually certified teachers use ESL strategies to differentiate instruction for their students.

Question 3

Teachers scaffold academic language and complex content to support students' participation in content areas. They also use a wide range of print, visual and digital resources designed for developing English proficiency. The literacy instruction throughout the school follows the Teachers College model. Reading and Writing instruction is delivered daily during 90 minute blocks each. Read Alouds, grammar instruction and word work are part of the daily routine. Students learn language through themes based on the various genres – fantasy; folktales and fairy tales; realistic fiction, historical fiction and non-fiction. During literacy, ESL students are supported by both ESL and classroom teachers through small group instruction, or one on one conferencing.

Mathematics instruction is provided to ELL students every day. ELL students are provided with support through the use of a hands on approach incorporating math manipulatives, visual aids and repetition of lessons. Strategies for solving math word problems are an integral part of the instructions. In addition, classroom teachers provide support by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students participate in small group, task-oriented

A. Programming and Scheduling Information

situations that guide the production of language both in verbal and written form. Students' seating arrangements enable them to clearly see and hear the teacher during instruction. Our Social Studies teacher, who is also a fully certified ELL teacher, uses ESL strategies during Social Studies instruction. ELLs are also provided with glossaries for assistance in content areas of Science, Math and Social Studies. Leveled books and Native language support is also provided through dual language books. Some students at the very beginning level also use computers to acquire language through such software programs as Starfall.com. They are provided with additional opportunities to use computers during their scheduled weekly computer classes.

Question 4

ELLs are provided with translated versions of the State tests where possible. Students whose first language falls in the low incidence category are provided with translators. Glossaries are also provided as stipulated.

Question 5

Our SIFE and Newcomers are given additional ESL services through Extended Day and a Title III After School Program. By providing them with additional instructional periods through our Extended Day Program, an After School program or Saturday Academy, our ELLs, who are required to take the NYS ELA, will achieve academic success in literacy in preparation for the test. All teachers of ELLs differentiate their instruction according to individual student's strengths and needs, within small groups or one on one conferencing. Title 1 certified teachers also support ELL students who are in need of additional assistance. ELL students are included in the 75 minute Extended Day Tutoring Program, two days a week for additional support in literacy and mathematics.

Additional instructional ESL periods will be provided to our 4 – 6 year ELLs, long term ESL students (completed 6 years). Teachers will differentiate their instruction according to individual student's strengths and needs. Title 1 certified teachers will also support the ELL students who are in need of additional assistance. These ELL students are included in the 75 minute Extended Day Tutoring Program, two days a week, for additional support in literacy and mathematics. In addition, our Title 111 After School Program for grades 3 through 6 provides additional language acquisition support to our ELL students.

Question 6

Instruction for students identified as having special needs is based on their specific IEP. In an endeavor to provide access to academic content areas and accelerate English Language development for students, classroom teachers utilize a variety of strategies and implement a balanced literacy approach in all content areas to meet the learning needs of students. In classrooms, Teachers College Reading and Writing Project Literacy curriculum is implemented. Students are provided with books to read at their independent reading level and taught at an instructional reading level in an attempt to enhance their rate of literacy, based on data collected during running record assessments. Teachers engage students in mini-lessons, small group strategy lessons, individual conferences, guided reading and writing lessons and shared reading and writing lessons to bridge gaps in achievement. In content areas, teachers follow a workshop model encompassing strategies of how ELL students learn best. Strategies implemented entail:

ELL Listening

Speak slowly, distinctly

Closed captioning-technology component

ELL Visuals

Visual literacy

Graphic organizers

Charts, graphs and figures

Video-technology component

ELL Interpersonal

Group projects

Hands on activities

Think/Pair/Share

Foster participation

Pairing with strong English speakers

ELL Instruction

Clear, procedural steps

A. Programming and Scheduling Information

Consistent routines
 Outlines
 Wait time
 ELL Vocabulary
 Picture glossary
 Root words
 Cognates
 Word wall, literary language word wall

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | Dual Language | Freestanding ESL |
|-------------------------------|--|---------------|------------------|
| 100% | 100% | 100% | 100% |
| 75% | 75% | 75% | 75% |
| 50% | 50% | 50% | 50% |
| 25% | 25% | 25% | 25% |
| 0% | 0% | 0% | 0% |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Question 8

ELLs in Grades 3 – 6 will receive extra support from Title 1 reading specialists and a math specialist, who will work one on one or in small group settings using a hands-on approach to enable them to become proficient in reading and math skills. Teachers will continue to differentiate instruction according to the students' strengths and needs. These students are included in the 75 minute Extended Day Tutoring Program, two days a week for additional support in literacy and mathematics.

Question 9

Our Former ELLs will benefit from our Push-in model in the general education classrooms. Our certified ESL teachers, as well as our Title

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Question 10

A reading program – Treasures, will be piloted in Grade 2.

Question 11

No programs for ELLs will be discontinued.

Question 12

Since the community that services P.S. 117 is so diverse, and many of our students are presently English language learners or were previously English language learners, the school policy has always been to provide equity in all activities, including our after school clubs, for all students. All academic and social activities are aligned.

Question 13

Instructional material includes use of the smart board, overhead projectors and computers. All classrooms have a smart board which is used interactively by the teacher and students. Instruction on the smart board often involves the use of the internet to provide rich, visual support of themes or topics, which greatly aids comprehension. Instructional material also includes teacher created charts that are displayed around the room, for reference. Overhead and computer projectors are frequently used to model teaching points or student work.

Content area materials include those that are used within the Teachers College Reading and Writing project, such as read aloud books, leveled books, Words Their Way and graphic organizers from which our ELLs greatly benefit. Teachers are also provided with copies of glossaries for Math, Science and Social Studies in various languages. Students who are able to read in their first language are given dual language books to facilitate a smooth transition to English.

Question 14

Our school offers a freestanding ESL program. In each class there is a mix of students from varying backgrounds and cultures, as well as a variety of first languages. The language used for instruction is English, however, students who are able to read in their first language are given dual language books to facilitate a smooth transition to English. Bi-lingual dictionaries also support their learning experiences.

B. Programming and Scheduling Information--Continued

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Content area materials include those that are used within the Teachers College Reading and Writing project, such as read aloud books, leveled books, Words Their Way and graphic organizers from which our ELLs greatly benefit. Teachers are also provided with copies of glossaries for Math, Science and Social Studies in various languages. Students who are able to read in their first language are given dual language books to facilitate a smooth transition to English.

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Our school offers a freestanding ESL program. In each class there is a mix of students from varying backgrounds and cultures, as well as a variety of first languages. The language used for instruction is English, however, students who are able to read in their first language are given dual language books to facilitate a smooth transition to English. Bi-lingual dictionaries also support their learning experiences.

Question 15

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

Question 1

Ongoing staff development will be provided during the instructional day, and during Title 111 monthly staff development. Our ESL teachers are included in Teachers' College Reading and Writing Workshop professional development, provided by an on-site TC Staff Developer. ESL teachers will participate in Teachers' College Strategy groups. In addition, ESL teachers will attend professional development offered by the Department of Education's Office of English Language Learners. The state-certified ESL teachers will provide workshops for the general education teachers and special education teachers in TESOL strategies to enable them to meet the needs of the ELL students. ESL teachers will also attend our Network's professional development workshops.

Tentative Dates for Professional Development are listed below.

| | |
|--------------|------------|
| September 28 | October 21 |
| November 8 | January 27 |
| March 20 | June 12 |

Assistant Principals will continue to attend workshops pertaining to ELL policies, procedures and best instructional practices for ELL teachers.

Question 2

Our two Guidance Counselors are very involved in ensuring that our graduates make a smooth transition from Elementary to Middle School. They attend Professional Development workshops that provide critical information regarding support for our students during that phase. Our Guidance Counselors, as well as teachers, accompany our prospective graduates on tours at the zoned middle school, assist them in completing applications and provide other support for parents, as needed.

Question 3

As per Jose P further professional development for general education teachers will be conducted by Teachers' College ESL Staff Developer to meet the required minimum 7.5 hours of ELL training.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|--|--|
| parents? 100% | |
| 3. How do you evaluate the needs of the pa 75% | |
| 4. How do you evaluate the needs of the pa 50% | |

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental Involvement

Question 1

Parents play a vital role in the success of P.S. 117. We currently have 15 trained learning leaders who will provide support to our learners. The parents and families of our ELL students attend all school functions including, but not limited to, Parent-Teacher Association meetings, parent workshops on literacy, mathematics and other topics designed to provide parents with the information with which to support their children at home. Some workshops have been organized by our Guidance Counselors. Topics of these workshops include: Parenting Skills; Homework without Tears; Bedtime Blues; Grandparents.

The ESL Coordinator, along with Literacy & Mathematics Coaches, will provide ongoing ELL Parent Workshops in reading and mathematics strategies to assist their children. The workshops will be combined with those presented by our Parent Coordinator and the PTA. Workshops for our ELL parents will take place in the mornings and evenings to accommodate parents' schedules.

Question 2

There are currently no partnerships with other agencies or CBOs at this time. However, we do suggest to parents that they check with the local library often, as it occasionally offers services from which ELL parents might benefit.

Question 3

Our Parent Coordinator evaluates parent needs through their responses on surveys and post-workshop evaluations, as well as by popularity of the workshops. Our PC also regularly communicates with parents through phone calls and written correspondence. School correspondence with parents is sent in their home language whenever possible. In addition, the Parent Coordinator works closely with the classroom teachers and evaluates feedback from our learning leaders and the PTA. Parents also participate in Parent-Teacher conferences and Holiday Event evenings. Translators are provided for parents, when necessary, by staff members who speak their language.

Question 4

During Open House the classroom teachers are directly accessible to the parents. Our, "Coffee and Conversation with the Principal" allows the parents to directly ask questions and give input to the administrators. We distribute two (2) monthly newsletters that communicate the monthly curriculum and school wide updates. Some of our volunteer parents also function as translators and interpreters as needed, for other parents who speak their language.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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17. What language electives are offered to ELLs?

Question 8

ELLs in Grades 3 - 6 will receive extra support from Title 1 reading specialists and a math specialist, who will work one on one or in small

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No programs for ELLs will be discontinued.

Question 12

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Instructional material includes use of the smart board, overhead projectors and computers. All classrooms have a smart board which is used interactively by the teacher and students. Instruction on the smart board often involves the use of the internet to provide rich, visual support of themes or topics, which greatly aids comprehension. Instructional material also includes teacher created charts that are displayed around the room, for reference. Overhead and computer projectors are frequently used to model teaching points or student work.

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Question 15

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

Question 1

Ongoing staff development will be provided during the instructional day, and during Title 111 monthly staff development. Our ESL teachers are included in Teachers' College Reading and Writing Workshop professional development, provided by an on-site TC Staff Developer. ESL teachers will participate in Teachers' College Strategy groups. In addition, ESL teachers will attend professional development offered by the Department of Education's Office of English Language Learners. The state-certified ESL teachers will provide workshops for the general education teachers and special education teachers in TESOL strategies to enable them to meet the needs of the ELL students. ESL teachers will also attend our Network's professional development workshops.

Tentative Dates for Professional Development are listed below.

September 28

October 21

November 8

January 27

March 20

June 12

Assistant Principals will continue to attend workshops pertaining to ELL policies, procedures and best instructional practices for ELL teachers.

Question 2

Our two Guidance Counselors are very involved in ensuring that our graduates make a smooth transition from Elementary to Middle School. They attend Professional Development workshops that provide critical information regarding support for our students during that phase. Our Guidance Counselors, as well as teachers, accompany our prospective graduates on tours at the zoned middle school, assist them in completing applications and provide other support for parents, as needed.

Question 3

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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Question 3

As per Jose P further professional development for general education teachers will be conducted by Teachers' College ESL Staff Developer to meet the required minimum 7.5 hours of ELL training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental Involvement

Question 1

Parents play a vital role in the success of P.S. 117. We currently have 15 trained learning leaders who will provide support to our learners. The parents and families of our ELL students attend all school functions including, but not limited to, Parent-Teacher Association meetings, parent workshops on literacy, mathematics and other topics designed to provide parents with the information with which to support their children at home. Some workshops have been organized by our Guidance Counselors. Topics of these workshops include: Parenting Skills; Homework without Tears; Bedtime Blues; Grandparents.

The ESL Coordinator, along with Literacy & Mathematics Coaches, will provide ongoing ELL Parent Workshops in reading and mathematics strategies to assist their children. The workshops will be combined with those presented by our Parent Coordinator and the PTA. Workshops for our ELL parents will take place in the mornings and evenings to accommodate parents' schedules.

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Question 2

There are currently no partnerships with other agencies or CBOs at this time. However, we do suggest to parents that they check with the local library often, as it occasionally offers services from which ELL parents might benefit.

Question 3

Our Parent Coordinator evaluates parent needs through their responses on surveys and post-workshop evaluations, as well as by popularity of the workshops. Our PC also regularly communicates with parents through phone calls and written correspondence. School correspondence with parents is sent in their home language whenever possible. In addition, the Parent Coordinator works closely with the classroom teachers and evaluates feedback from our learning leaders and the PTA. Parents also participate in Parent-Teacher conferences and Holiday Event evenings. Translators are provided for parents, when necessary, by staff members who speak their language.

Question 4

During Open House the classroom teachers are directly accessible to the parents. Our, "Coffee and Conversation with the Principal" allows the parents to directly ask questions and give input to the administrators. We distribute two (2) monthly newsletters that communicate the monthly curriculum and school wide updates. Some of our volunteer parents also function as translators and interpreters as needed, for other parents who speak their language.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 13 | 11 | 8 | 4 | 7 | 6 | 9 | | | | | | | 58 |
| Intermediate(I) | 0 | 9 | 5 | 11 | 2 | 4 | 2 | | | | | | | 33 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Advanced (A) | 2 | 2 | 6 | 8 | 10 | 7 | 13 | | | | | | | 48 |
| Total | 15 | 22 | 19 | 23 | 19 | 17 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|----|----|----|---|----|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | 4 | 0 | 2 | 1 | 4 | 1 | | | | | | |
| | I | | 6 | 3 | 3 | 4 | 4 | 4 | | | | | | |
| | A | | 5 | 11 | 6 | 6 | 4 | 11 | | | | | | |
| | P | 1 | 4 | 2 | 13 | 5 | 4 | 5 | | | | | | |
| READING/ WRITING | B | 1 | 9 | 6 | 2 | 5 | 5 | 6 | | | | | | |
| | I | | 8 | 4 | 12 | 2 | 3 | 2 | | | | | | |
| | A | | 2 | 6 | 7 | 10 | 7 | 11 | | | | | | |
| | P | | 0 | 0 | 0 | 0 | 1 | 2 | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 6 | 4 | 3 | | 13 |
| 5 | 7 | 5 | 1 | | 13 |
| 6 | 11 | 11 | 1 | | 23 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | 3 | | 11 | 0 | 4 | 0 | | | 18 |
| 5 | 6 | 0 | 10 | 0 | 3 | 0 | | | 19 |
| 6 | 7 | 0 | 16 | 0 | 5 | 0 | | | 28 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| | | | | | | | | | |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 2 | | 8 | 0 | 5 | | 1 | | 16 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | | |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|--|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang 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 | | | | | | | | | |

B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| School Name: _____ | | School DBN: _____ | |
|---|----------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q117 **School Name:** P.S.117

Cluster: 4 **Network:** 410

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to ascertain the written translation and interpretation needs of parents in an appropriate and timely fashion, here at P.S. 117, we utilize the Home Language Identification Survey, HLIS form, as a tool to obtain the primary language of parents. In addition to the HLIS form, we also use the RPOB report generated from ATS to further determine the primary languages of parents in an effort to provide parents with information from the school in a language they can comprehend. Based on the RPOB report, HLIS forms, face to face encounters with parents, classroom and ESL teachers, and school secretaries we discovered that other than the English language, our school community requires written translation and interpretation needs in Spanish, Arabic, Bengali and Russian.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

An assessment of our school's written translation and oral interpretation needs indicate that parents who are new to the United States and/or left for a period of time and returned to the United States required translation and interpretation of pertinent school information such as the registration, application and selection processes, student academic performance, safety, conduct/behavior and special education and related services. The findings of written translation and oral interpretation needs were reported to the school community at large using a variety of venues. These venues include interactions with families by a Bilingual Parent Coordinator during daily meetings, by ESL teachers during Parent Workshops, during Parent-Teacher Meetings, at Faculty Conferences and School Leadership Team meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In an endeavor to provide translated student specific critical documents to parents who require language assistance services, P.S. 117 is prepared to translate documents through the use of the Department of Education's Translation and Interpretation Unit. In addition to the use of the Department of Education's Translation and Interpretation Unit, in house school staff members are equip to translate when necessary. In the event that the Department of Education's Translation and Interpretation Unit or in house staff members are unable to translate, P.S. 117 is equipped to provide parents with an alternative for translation in the form of an English document which will outline how a parent can request free translation or interpretation of critical documents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation and translation services will be provided to parents in languages specified on HLIS forms and RPOB reports by in-house bilingual school staff and NYDOE contracted Translators during Parent Teacher Conferences and on site Parent Workshops.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in Spanish, Arabic, Bengali and Russian for school newsletters and notices, Parent Coordinator newsletters, PTA newsletters and notification of special events occurring in the school community. To ensure oral translations are provided to parents, in house staff members and volunteer parents will be present during student registration and admission, ESL parent orientation workshops, PTA meetings, and meetings with the school building principal and assistant principals as needed.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|------------------------------------|
| Name of School: P.S. 117Q | DBN: 28Q117 |
| Cluster Leader: Rebecca Heyward | Network Leader: Altagracia Santana |
| This school is (check one): | |
| <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: 74 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 6 |
| # of certified ESL/Bilingual teachers: 4 |
| # of content area teachers: 2 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 117 is located in Briarwood, Queens with a population of approximately 1,211 students of which 139 have been identified as English Language Learners, ELL/ELs. Many of our children are newly arrived immigrants or first generation Americans. The school serves an ethnically diverse population, representing a community with approximately 10 distinct languages. The highest concentrations of children speak Spanish, Arabic, Bengali, Urdu, Uzbek and Russian.

In order for our ELL students to be academically successful and to acquire English, explicit instruction in English using a variety of ELL strategies is implemented through a method of teacher observations and small group work. ELL strategies include but are not limited to the use of visuals through visual literacy, graphic organizers, charts, graphs, figures, video and technology. Group projects with ELLs involve hands on activities, Think/Pair/Share to foster participation and pairing with strong English speakers.

The Title III program will help our ELL students acquire the English Language and become test ready. Our goal is to increase and implement literacy strategies for ELL language development so that by June 2012, at least 15% of ELL students will achieve the next higher language proficiency level through technology based educational programs such as Star Fall, StoryNory, Study Island, as measured by the New York State English as a Second Language Achievement Test (NYSESLAT) AND English Language Arts state test (ELA).

Our SIFE and newcomers are given additional ELL services through Extended Day and a Title III After School Program. Instruction for students identified as having special needs is based on their specific IEP. Long term ELLs, receiving service for 4 – 6 years, along with Advanced and Intermediate ELLs will receive mandated ELL services plus additional support that is provided through our Extended Day Program and an ELL after-school program. Newly Proficient ELLs are provided additional support through our Extended Day Program and offered a placement in an ELL afterschool program. By providing ELLs with additional instructional periods through our Extended Day Program and Title III After School program, our ELLs, who are required to take both the NYSESLAT and the NYS ELA, will achieve academic success in literacy and be prepared for state tests. All teachers of ELLs tailor their instruction according to individual student's strengths and needs by delivering lessons with strategies that aid ELLs to learn best through the usage of visuals, repetition of language, picture glossaries, root words, cognates and word walls.

Title I certified teachers also support ELL students who are in need of additional assistance. ELL students are included in the 75 minute Extended Day Tutoring Program, two days a week for additional support in literacy and mathematics. Daily instruction follows a Balanced Literacy workshop model aligned to the Common Core State Standards with lessons that are clear, have procedural steps, maintain a consistent routine and provide students with extra wait time.

Part B: Direct Instruction Supplemental Program Information

As a part of our After School Title III program, the students will be serviced by four fully certified English as a Second Language Teachers, ESL and two Common Branch licensed teachers. Each of the four ESL teachers holds a Masters Degrees in Teaching English to Speakers of Other Languages, TESOL. One ESL teacher speaks English and French and completed the BETLA program at Bank Street College of Education. The second ESL teacher speaks English and Spanish and also completed the BETLA program at Bank Street College of Education. The third ESL teacher speaks English. The fourth ESL teacher speaks English and Spanish and graduated from Queens College with a Masters degree in Linguistics. The two Common Branch teachers hold a Common Branch license; one of the teachers also is certified to teach Special Education and is Wilson Trained.

The Grade 3, 4, 5 & 6 After School Program will serve to supplement the core curriculum literacy program in the following areas: English Language Arts aligned with the TESOL Standards; and Mathematics problem solving strategies and procedural steps. The English Language Arts supplement will focus on language acquisition, literacy development, decoding, fluency and reading comprehension skills. The Title III After School Program for Grades 3-6 will commence on November 30, 2011 and end on April 26, 2012, comprised of 1 session in November, 5 sessions in December, 8 sessions in January, 7 sessions in February, 9 sessions in March and 4 sessions in April, totalling 34 sessions. The program will begin at 2:20 PM- and end at 4:35PM each Wednesday and Thursday afternoon, two days a week.

Grade 3: The program will service one class of 21 ELL students. The students serviced are ELL students who scored at the Beginning, Intermediate, and Advanced levels on NYSESLAT, or new ELL admits who scored at the beginning level on the Lab-R. The Title III After School Program will be provided in English. An ESL certified teacher and Common Branch/Reading Certified teacher would teach classes. Teachers will assist students to progress on Scantron, Acuity Assessments, Fountas and Pinnell running records assessments and to increase English proficiency and achievement.

Grade 4: The program will service one class of 16 ELL students who scored at the Beginning, Intermediate, and Advanced Levels on the NYSESLAT, or new students who scored at the beginning level on the Lab-R. A state-certified ESL teacher will provide the Title III After School Program in English. Teachers will aid students as they endeavor to make strides in literacy according to the Scantron, Acuity Assessments, and Fountas and Pinnell running records assessments. Grammar, punctuation, word usage and syntax will be addressed to build students' writing ability.

Grade 5: The program will service one class of 16 ELL students who scored at the Beginning, Intermediate, and Advanced Levels on the NYSESLAT or new students who scored at the beginning level on the Lab-R. The Title III After School Program will be provided in English. An ESL certified teacher would teach classes. A focus will be to help students make improvements in reading according to the Scantron, Acuity Assessments, and Fountas and Pinnell running records assessments. Teachers will implement a program in reading and writing that will focus on decoding and encoding. The fundamentals of the English language will be a focal point.

Grade 6: The program will service one class of 21 ELL students. The students serviced are ELL students who scored at the Beginning, Intermediate, and Advanced levels on NYSESLAT, or new ELL admits who scored at the beginning level on the Lab-R. The Title III After School Program will be provided in English.

Part B: Direct Instruction Supplemental Program Information

An ESL certified teacher and Common Branch/Reading Certified teacher would teach classes. Teachers will assist students to progress on Scantron, Acuity Assessments, Fountas and Pinnell running records assessments and to increase English proficiency and achievement. Students will write narrative accounts, which include biographical account, fiction or non-fiction story, detailed travel diary and a news account of an event, fiction or non-fiction.

The materials included in the Title III Afterschool are the National Geographic Young Explorer, Empire State NYSESLAT series and the Buckle Down- English Language Arts (ELA) and Mathematics Test Preparation program. National Geographic Young Explorer will aid students in grades 3-6 to develop important literacy skills while teaching beginner to advanced readers standards-based science and social studies content. National Geographic Young Explorer will excite students with high-interest articles that inspire learning, present on-grade-level content written at accessible readabilities and provide practice with reading strategies and nonfiction text features to build academic vocabulary. The Empire State NYSESLAT series will promote student success on the NYSESLAT by presenting students with informational, literary, and functional passages found on the NYSESLAT, provide students with question types parallel to those found on the test such as multiple-choice, short written response, extended written response and oral response and help students overcome daily language barriers. The Buckle Down Test Preparation reading program involves a range of literary passages and informational texts, including fiction, poetry, and nonfiction, a review include main idea and details, theme, vocabulary, reading strategies, making connections, literary techniques, and author's purpose instruction to build on students' experiential base. The writing program focuses on writing conventions and mechanics, such as grammar, spelling, and punctuation. The math program entails number sense and operations, algebra, geometry, measurement, and data analysis and probability. Other activities in the program will involve read alouds, guided reading, shared reading, retelling stories, role-playing, and writing activities connected to the TESOL Standards. Students will also have opportunities to work in collaborative activities and Think/Pair/Share activities, which will expand vocabulary development and cultivate communication amongst peers. Assessment will be in the form of teacher made tests, NYS ELA & Mathematics Scores, NYC Acuity Predictive Assessments in Reading & Mathematics, TCRWP Assessments, NYSESLAT Scores, and student portfolios to measure achievement.

Part C: Professional Development

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

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

Begin description here: Professional Development for ELL and Reading/Certified Wilson teachers will be provided by Columbia University Teachers College on-site staff developers for a total of 22 days and by Off site Calendar Days provided by Columbia University Teachers College (Reading and Writing Project) on reading and writing units, curriculum development and differentiating instructional practices.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parental Engagement Activity notification will take place by translation and interpretation services in Spanish, Arabic, Bengali, Urdu, Uzbek and Russia for school newsletters and notices, Parent Coordinator newsletters, PTA newsletters and notification of special events occurring in the school community. To ensure oral translations are provided to parents, in house staff members and volunteer parents will be present during student registration and admission, ESL parent orientation workshops, PTA meetings, and meetings with the school building principal and assistant principals as needed. Parent Workshops will take place one day a week on a weekly basis for one hour and a half, pending funding, by an ESL certified teacher on ways to help at home, English literacy and homework strategies.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-------------------|-----------------|---|
| (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |