



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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 FFOLKES-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	
Bruce Hartman	*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	Teacher	
Natalie Soleymanzadeh	Teacher	
Maya Gutierrez-Granados	Parent	
Bibi Boopsingh	Parent	
Cheryl Spears	Paraprofessional	
Victoria Conforti	Teacher	
Luigina DeMarco	Teacher	
Mija Monay	Parent	
Carla Webb	Teacher	

Obdulia Ambros	Parent	
Latchmie Dhandraj	Parent	
Michelle Chaitan	Parent	
C. Reidel	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, the number of Students with Disabilities & ELLs in grades 3-5 achieving grade level competency in Literacy will increase by 65% as assessed by an adaptive i-Ready Diagnostic, which is aligned to the CCLS.

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 after analyzing the Progress Report, ELA & Math State data, and the NYSESLAT results. Based upon our findings and implications from the comprehensive needs assessment, we determined our school is in Good Standing as indicated in the 2011-2012 School Progress Report and the School Report Card. Our school's instructional goals for 2012-2013 are designed to continue to address and strengthen instructional practice for all learners including Students with Disabilities and English Language Learners in grades 3-5.

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) key personnel 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 3-5

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.

PD will be provided that aims to build teacher capacity around UDL principles and practices and researched based strategies for ELLs.

Actions/Instructional Strategies/Activities

- Provide professional development to all grade 3-5 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 3-5.
- 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 they strive to master grade level Common Core Learning Standards.
- Planning time will be given to special education providers and Extended Day teachers to enable them to analyze student assessment data and to look closely at student work.
- Administration will meet with special education providers and Extended Day teachers during inquiry to closely monitor the progress of all grades 3-5 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 for both classroom teachers and ELLs and SWDs.
- 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.
- UDL helps to make teachers aware of the learning styles of various learners.
- In addition, teachers will be able to individually align CCLS instruction for ELLs and SWDs, based upon daily progress monitoring. Instruction is tailored and based upon the needs of each student. Students strive to reach grade level proficiency based upon daily

progress with all literacy instructional lessons.

Initial Indicator – Early December 2012

- 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 generated 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 2013 and March 2013

- 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 during grade conferences and during inquiry team 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 3-5 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 2013

- 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 2012 baseline results to the June 2013 results to ascertain what percentage of children actually made academic gains and reached grade level proficiency.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). 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.
- Parent workshops will be given to help parents understand the i-Ready instructional tool and the 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.
- We will provide targeted support for all parents of Students with Disabilities. Parents will be invited to participate in all parent workshops and they will be given an opportunity to access the i-Ready program using our Mac Computer Lab.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA x Title III x Grants Other

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. 2012-June 2013 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/Pull-out Literacy Intervention (3) – (Tax Levy)
- Teachers of Students with Disabilities (IDEA) and Classroom teachers (Title II, Tax Levy 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/Data Specialist (approximately 2 days per month- Title I ARRA)
- Title III Funding- ELL after school program for eligible students in grades 3-5. The program will run two days per week.
- RESO A Grant funding

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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
- Peaceful Partners
- Councilman Gennero (RESO A – Computer Grant)

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 2013, 80% of all students in grades K-5 will show growth in analyzing and writing responses to informational texts by moving at least one level on a grade appropriate Common Core-aligned TCRWP rubric for Informational 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.

Administration analyzed the 2011-2012 NYS ELA exam results. Our data specialist carefully examined the item analysis results and determined that students in grades 3-5 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) key personnel 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-5. All students in grades K-5.

Science and Social Studies cluster teachers will receive professional development. They service students in grades K-5.

Responsible Staff Members

Principal

Assistant Principals

Teachers College Staff Developers (external)

Reading Teachers

Grade Level Teams

Inquiry 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 and writing continuum, differentiating instruction during writing workshop and unit of study supports.
- Lead teachers will deepen teachers understanding of CCLS aligned tasks. Leads and TC staff developers will model appropriate grade level content work. Leads and staff developers will plan alongside classroom teachers during inquiry, professional activity periods and time allotted within the schedule.
- TC Staff Developers and administration will provide professional development on ways to incorporate complex texts into units and ways to scaffold support for diverse learners.
- Teachers will participate in TC Calendar Days.
- Reading teachers, ESL and TC lead teachers will participate in Teachers College Calendar Days and in TC Lead Teacher meetings.

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.

- Nonfiction Reading unit last 6 – 8 weeks and will be taught alongside a unit in Information Writing.
- 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).
- 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 (applying Fundamentals of Grammar) 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, and explaining various levels of DOK type questions and creating DOK questions about the unit of writing engage them in.
- Administrators and inquiry team leaders will lead grade level meetings. Each grade level will carefully refer to the benchmark writing samples and commentaries at monthly grade level meetings.

They are intended

- 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 student writing and collect it, analyze and score it.
 - All classroom teachers through a series of onsite PD will understand the writing continuum and standards based writing rubrics developed by TC Staff Developers.
 - 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)
 - Lower and upper grade TC staff developers will offer on-site professional development.

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 as indicated in the Citywide Instructional Expectations.
- 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 assessment to assess student learning as a result of the instruction in the unit.
- Administering the assessment twice allows for rich understanding of student growth and also provides a way to control for accuracy and reliability.
- An end of unit performance assessment will measure students' proficiency of their ability to write informational texts and respond to texts read.
- 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 (pre-) to determine what their instructional plans will be for this unit of study.
- Teachers will submit to administration, students' final proficiency assessment (post-) data two times across the school year (winter & spring). 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 2012 through January 2013

Initial Indicator – September /October, 2012

- 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, 2012

- 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, 2013

- 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x _____ Tax Levy x _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

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. 2012-June 2013 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 Reading Teachers (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)

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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 2013, 90% of teachers will move a minimum of one performance level on the instructional framework in two categories through a cycle of feedback that includes effective self reflection, peer support, 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 2012-2013 school year, and to strengthen teacher feedback, administration will be providing formative feedback to all staff members using an online teacher evaluation tool, Teach Boost. 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.
- Administration will conduct 2 formal observations for tenured teachers, 4 formal observations for untenured teachers and 4-6 informal observations for tenured and untenured teachers.
- 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 through the lens of three competencies; 3B Questioning and Discussion Techniques, 3D Using Assessment in Instruction and 1E Designing Coherent Instruction.
- Administration will utilize an on line teacher evaluation tool, Teach Boost, to send informal and formal observations to teachers via the Internet.
- Administration will communicate with teachers via the Internet using the on line Teach Boost messaging system to provide feedback on informal and formal observations.
- 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, knowledge gained from off-site professional development attended by instructional leads and on site Teacher's College Literacy and Aussie Math professional development.

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) key personnel 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

Professional Development

PD will be given on the following topics: Danielson's "A Framework for Teaching"; Instructional Expectations 2012-2013; 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 instruction 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.
- 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, 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.
- Administrators, peers, and instructional leads will visit classrooms to observe and give constructive feedback on classroom environment.
 - 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:

- Aim to give timely feedback using Teach Boost on line tool
- Hold on-line discussions with teachers using Teach Boost messaging system
- 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.

Implementation Timeline September, 2012 through June, 2013

Progress Point – March 2013 Summative Review/End Year Meeting –

Progress Point – May and June 2013

- 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
- Meeting minutes and agendas from the various meetings held from October 2012 – March 2013 (Professional activity meetings, 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 2013

- 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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- 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.

- Parent workshops are conducted that encompass parenting skills, understanding educational accountability, grade level curriculum and assessment expectations; literacy, understanding the Danielson Framework, accessing community and support services; and technology training to build parents capacity to help their children at home.

Budget and resources alignment

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

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. 2012-June 2013 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

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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.

NYS Math Performance/Mathematics Common Core Aligned Tasks: By June 2013, the percentage of students achieving Levels 3 and 4 in Mathematics for Grades 3, 4, & 5 will increase 3% from 71% in the 2012-2013 school year to 74% in the 2012-2013 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 3-5 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 2013, 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 2013, all teacher teams will implement two 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 2011-2012 State Mathematics test, 71% of the Grades 3-6 students achieved a performance level 3 or 4 with the average student proficiency rating being 3.37. 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 72.0, 50.5% of the peer range and 65.94% of the city range. The school's median adjusted growth percentile for the school's lowest third was 6.0.

With regards the closing the achievement gap credits the students at P.S. 117 received a total of 2.2 additional credit metrics in the following areas: Percent of students at Levels 3 or 4 in ELA – Self Contained 4.5% of 3.5% Population Percentage, Integrated Co-teaching (ICT) 54.5% of 1.8% Population Percentage, Special Education Teacher Support Services (SETSS) 45% of 3.2% Population Percentage. Percent of students at Levels 3 or 4 in Mathematics – Self-Contained 22.7% of 3.5% Population Percentage, Integrated Co-Teaching (ICT) 81.8% of 1.7% Population Percentage, Special Education Teacher Support Services (SETSS) 61.9% of 3.3% Population Percentage.

Percent at 75th Growth Percentile or Higher in ELA – English Language Learners 38.2% of 20.9% Population Percentage, Lowest Third Citywide 49.1% of 27.2% Population Percentage, Self Contained/ICT/SETSS 56.7% of 7.0% Population Percentage, Black and Hispanic Males in Lowest Third Citywide 38.6% of 31.6% Population Percentage.

Percent at 75th Growth Percentile or Higher in Mathematics – English Language Learners 39.4% of 23.5% Population Percentage, Lowest

Third Citywide 38.6% of 31.6% Population Percentage, Self Contained/ICT/SETSS 41.9% of 7.0% Population Percentage, Black and Hispanic Males in Lowest Third Citywide 38.5% of 8.8% Population Percentage.

In addition, Movement from SC/ICT/SETSS to Less restrictive Environment 0.16 of 7.0% Population Percentage, and English Language Learner Progress 54.8% of 11.6% Population Percentage.

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) key personnel 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-5

Responsible Staff Members & Scheduling

Principal

Assistant Principals

Data Specialist

AUSSIE Math Consultant

PCEN Math Teacher

Instructional Lead Teachers

Teachers

- Scheduling common preps, professional period, and seventy-five minutes of Inquiry Team Meeting time, and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work, CCLS aligned planning, and two rich Units of Mathematics Performance Tasks (Culminating Activity) embedded in a rigorous unit of work, aligned to CCLS (NYS).
- Assistant Principals responsible for ensuring and monitoring instructional expectations in Mathematics with various grade levels.

Professional Development

- PD will be given during grade meetings
- PD topics will include: strategies to support student mastery, analyzing benchmark results, Acuity, Math Exemplars, designing task specific rubrics, mathematical practices, math shifts, DOK, and UDL.
- 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 create and revise two rich Units of Mathematics Performance Tasks (Culminating Activity) embedded in a rigorous unit of

work, aligned to CCLS (NYS) 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-5 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 3-5.
- 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 units of study with embedded performance tasks
 - 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 two CCLS aligned units of mathematics and performance tasks.
 - 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 3-5), 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.
- Instruction Lead 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.
- Classroom teachers to ensure ongoing growth of each child in mathematical thinking, reasoning and understanding, will provide support and scaffold intervention.
- 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 2013/2014
- 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 2013/2014 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 2012/2013
- 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 2012/2013
 Fall: **Looking at Student Work** with existing performance tasks from Whole School Mathematics Assessment Framework and plan for the second unit of mathematical study with performance task.
 Fall: Implementation of CCLS unit of work and culminating performance task
 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
 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 Units of Mathematic performance tasks and reviewing existing Units of Mathematic performance tasks for the 2013/2014 school year (initial/mid-point and culminating).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). 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, Apple Seed Analytics) to monitor and support their child’s academic growth in mathematics.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- Administrators (4) –(Tax Levy)
- Purchase consumable instructional materials for student use during the regular day programs. (Tax Levy and Title I)
- Push-in/Pull-out 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)

- Supervisor per session (approximately 2 days per month)
- Title III Funding- ELL after school program for eligible students in grades 3-5. The program will run two days per week.
- RESO A Grant funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - PCEN Title I math specialist, and mathematics support services students in grades K-5 to intensively to address deficiencies in mathematics.
 - After school extended day program is implemented weekly for a 75-minute period to work with students in grades 1-5 who are currently at a Level 2 or lower based on mathematical data from the previous 2011-2012 school year.

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 2013, 100% Students with Disabilities will make gains in the i-Ready Diagnostic tool through the use of CCLS aligned math units of study and Webb's Depth of Knowledge questions.

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 made AYP in Mathematics for 2011-2012 school year as indicated in the School Report Card. Our identified areas of weakness include math fluencies and Number Sense. Our school's instructional goals for 2012-2013 are designed to continue to address and strengthen instructional practice for Students with Disabilities in grades K-5.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

TargetPopulation

All classroom teachers servicing students in grades K-5 and students in grades K-5.

ResponsibleStaffMembers

Principal

Assistant Principals

Math Support Service Teachers

AUSSIE Math Consultants

(external) i-Ready Consultant

Data Specialist

Special Education Teachers

Instructional Lead Teachers

Professional Development

- PD will be given during grade meetings.
- Administrators and AUSSIE consultants will allocate time with Instructional Lead Teachers.
- 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-5 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-5.
- 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 they strive to master grade level 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 implement two CCLS aligned units of study at each grade level, with a focus on conceptual understanding, fluency and application.
- A focus on Operations and Algebraic Thinking in Kindergarten and grade 3.
- A focus on Number and Operations in Base Ten grades 1 and 2.
- A focus on Number Operations - Fractions in grades 4 and 5.

- Align all other units to CCLS as required by City mandates.
- Administrators, teachers and AUSSIE consultants will actively design student assessments.
- Modify and implement the focus unit assessments 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-5 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 late winter and late 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 CCLS.

Monitor and Revise

- Administrators, teachers, and our Math AUSSIE Consultant will visit and facilitate team meetings to give constructive feedback about the appropriateness of tasks and assessments.
- Documentation of two CCLS units 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 winter and spring semesters.
- Teachers will identify instructional implications they will consider in order for students to perform at the next level.
- Place students' scores into class Google Document spreadsheets so that Administrators, coaches and teachers will be able to monitor student performance. (January 2013 & May 2013)
- Compare September 2012 baseline results to the June 2013 results to ascertain what percentage of children actually made academic gains and reached grade level proficiency.

Implementation Timeline

September 2012 through May 2013

Initial Indicator – January – February, 2013

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

Midterm Progress Point – March, 2013

- Classroom instruction and teacher observations
- Documentation of two focus units 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

FinalProgressPoint–May/June,2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

- PCEN Title I math specialist services SWD students in the upper grades intensively to address deficiencies in mathematics.
- After school extended day program is implemented weekly for a 75-minute period to work with students in grades 1-5 who are currently at a Level 2 or lower based on mathematical data from the previous 2011-2012 school year.
- i-Ready program offers individualized adaptive assessment

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

FundingSources

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. 2012-June 2013 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, 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)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>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.</p> <p>Differentiated instruction will be given to meet the needs of the students. Headsprout licenses are granted to particular beginner students.</p> <p>In grades 3-5 ESL students with NYSESLAT levels ranging from beginning, intermediate and advanced</p>	<p>4 Reading Teacher/Coaches, 2 SETSS teachers. During the Literacy Block, students will receive small group instruction. A push-in/pullout model will be used.</p>	<p>A push-in/pullout model will be used during the school day and after school.</p> <p>At-Risk students also receive intervention in our extended day program.</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>will participate in an after school program facilitated by 3 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>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>	<p>1 PCEN Math teacher and 2 SETSS teachers will provide small group instruction.</p>	<p>Pullout and push-in model during school hours and after school.</p>
Science	<p>Foss Kits, Harcourt Brace text, Interactive SmartBoard Science Lessons, non-fiction science literature, and Science materials will be used. Differentiated instruction will be provided in order to meet the individual needs of students.</p>	<p>Small group science tutorial lessons.</p>	<p>Classroom teachers provide State mandated periods of science instruction. In addition, 3 science cluster teachers will provide instruction in class as well as pullout students needing service in a minimum of 45 minute per week for all classes. Students will participate in an after school small group science tutorial program.</p>

Social Studies	Use of trade books, non-fiction literature studies, Interactive Smart Board 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.	Classroom teachers provide mandated periods of social studies instruction. In addition, 2 social studies teacher will provide instruction for students on a minimum of 45 minutes per week for most classes.	Social Studies instruction will occur during the school day. At-Risk also receive intervention in our extended day program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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. Students are assisted in learning how to deal with various personal issues including school, friends, family, and current events.	Small group instruction, one-to-one sessions use peer mediation strategies to increase efficacy of the students.	Guidance Counselors will also push-in to some classes to provide first hand assistance and to help at-risk students. School Psychologist – N/A Social Worker – N/A

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- **100% of our staff members are Highly Qualified teachers teaching in core academic subjects for the 2012-2013 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 209 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
- 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.
- Administrators regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Our school developed a student teacher partnership with St. John’s University and Queens College which enables us to hire those candidates who will transition easily to our school community
- We have teachers who engage in the following professional circles:
 - o Teacher Teams
 - o Inquiry Teams
 - o Weekly Grade Planning Sessions

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
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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

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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

Question 7

To meet the needs of diverse ELL students in less restrictive environment, we maintain a Balanced Literacy Program - Columbia Teachers College Reading & Writing Curriculum through the Foundations and Wilson Programs provided by S.E.T.S.S. and IEP providers. Students who are ELLs and require Special Education services are pulled out as specified by Individualized Education Plans to enrich student strengths and target challenges. Classroom teachers collaborate with ESL teachers to engage students in mini-lessons, small group strategy lessons, individual conferences, guided reading, shared reading and writing lessons. Teachers also provide academic intervention services to ELL students who are performing below grade level during Extended Day and during ELL after school programs (pending funding).

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

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 I Reading Specialists will provide support where needed, as identified on their assessments. 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. Our former ELLs will also be given extended time during assessments for up to 2 years.

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.

Question 15

When all children are enrolled for the first time in our school, they are placed in a grade appropriate classroom based on their age. If the students are at the very beginning level of English proficiency, they are provided with content area material that is at a “just right” level in order to scaffold the learning process.

At the moment, no definitive program exists to assist newly enrolled students before the beginning of the school year.

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

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.

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.

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
Advanced (A)	2	2	6	8	10	7	13							48

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	
4	2		8	0	5		1		16

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Assessment Analysis

Our school uses Fountas and Pinnell and TCRWP to assess all of our students, including our English Language Learners. There is no State and Citywide Assessment data available for students currently in Grade 3 because these students were in Grade 2 last year – a grade that does not take the State and Citywide Tests.

Our analysis of the ELA data reveals the following:

Grade 4: Level 1 – 46%; Level 2 – 31%; Level 3 – 23%

Grade 5: Level 1 – 54%; Level 2 – 39%; Level 3 – 7%

Grade 6: Level 1 – 48%; Level 2 – 48%; Level 3 – 4%

Our analysis of the Math data reveals the following:

Grade 4: Level 1 – 17%; Level 2 – 61%; Level 3 – 22%

Grade 5: Level 1 – 31%; Level 2 – 53%; Level 3 – 16%

Grade 6: Level 1 – 25%; Level 2 – 57%; Level 3 – 18%

Assessments indicate a high percentage of ELLs in Grades 4 – 6, are scoring at performance levels 1 and 2 in literacy. In mathematics, student assessments indicate students are scoring mostly at a level 2. In school year 2010-11, ten (10) low level beginners and newly enrolled students in 5th grade took the tests. Professional Development will be provided by Aussies on hands-on mathematics strategies. Reading and Writing Workshop strategies will be provided by Columbia TC staff developers and literacy coaches to general education teachers and ELL Teachers.

An analysis of the NYSESLAT results have shown that our ELL students in grades kindergarten through six are having greater success in listening and speaking than in reading and writing, therefore, a greater emphasis will be made on reading and writing instruction. Students will have additional opportunities to read at their independent levels, and to respond to literature through guided writing, as well as writing independently with the support of our ESL teachers.

Our ESL Program is monitored for effectiveness through formal and informal observations, review of student products, review of teacher made assessments, analyses of interim assessments and formal assessments (NYS ELA, Mathematics, NYSESLAT, LAB-R, ACUITY, Scantron Computer Reading Assessments, and TCWRP Assessments).

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers:

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 1,183 students of which 98 have been identified as English Language Learners, ELLs. There are 10 ELLs in Kindergarten, 10 in First grade, 23 in Second grade, 21 in Third grade, 17 in Fourth grade and 17 in Fifth grade. 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. There are currently 98 ELL students in attendance.

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 day by day balanced literacy framework with a modality focus through the use technology, National Geographic Reach, Buckle Down and Empire test preparation materials. Modality focuses are on reading, listening, speaking and writing. Through the purchase and daily use of desk top computers, lap top computers, and Smart-board technology ELL instruction and student activities will take place. ELL activities include but are not limited to the use of compact discs, DVDs, Internet, on line videos, think alouds, talking to the text, visuals through visual literacy, graphic organizers, charts and graphs. Group projects with ELLs involve accountable talk, co-constructed writing, hands on activities and Think/Pair/Share-Draw-Write to foster participation and language proficiency.

The Title III program will aid our ELL students to acquire the English Language, meet CCLS and become test ready. Our goal is to increase and implement literacy strategies for ESL language development so that by June 2013, the number of Students with Disabilities & ELLs in grades 3-5 achieving grade level competency in literacy will increase by 65% as assessed by an adaptive i-Ready Diagnostic tool through the use of test preparation materials, nonfiction resources and technology.

Proposed-

The ELL Afterschool Program is outlined as follows:

-Scheduled Days:

Program Begins- The second week of January and ends the first week of April

Mondays ~ 2:20- 3:45 PM

Thursdays~ 2:20- 3:45 PM

- Suggested Daily Schedule for Mondays and Thursdays:

Part B: Direct Instruction Supplemental Program Information

NYSESLAT Test Preparation- 25 minutes

National Geographic Reach- 30 minutes

ELA and Math Test Preparation- 30 minutes

-Program Materials:

Computers

National Geographic Reach books, videos, CDs and DVDs- Language Acquisition

Empire- NYSESLAT Test Preparation

Buckle Down -ELA and Mathematics Test Preparation

-Classroom Locations/ Teachers/Classes:

Room: 205 Grade 3- Ms. Budhram

Room: 207 Grade 4- Mrs. Friedman

Room: 209 Grade 5- Mrs. Aaron

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 Individualized Education Plan, 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 the NYS ELA, will achieve academic success in literacy, meet CCLS 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.

The Grade 3, 4 and 5 Ell After School Program will serve to supplement the core curriculum literacy program in the following areas: English Language Arts aligned with the CCLS and Mathematics. The English Language Arts supplement will focus on language acquisition, literacy development, phonics, phonemic awareness, decoding, fluency and reading comprehension skills. The Mathematics

Part B: Direct Instruction Supplemental Program Information

supplement will target problem solving strategies and procedural steps.

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 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 17 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 17 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.

The materials included in the program will consist of National Geographic Reach, Empire NYSESLAT and the Buckle Down Test Preparation program in English Language Arts and Mathematics.

National Geographic Reach ELL program aims to increase vocabulary and deepen literacy comprehension through the use of technology, non-fiction materials; realia, videos and pictures. Students will participate in non-fiction read alouds, guided reading and shared reading, through the lens of non-fiction. In addition to non-fiction work, students will retell stories, role-play, and engage in writing activities connected to the CCLS and 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.

Empire NYSESLAT preparation entails question types parallel to those found on the NYSESLAT: multiple-choice, short written response, extended written response, and oral response, units for speaking, listening, reading, and writing to familiarize students with the NYSESLAT type questions and exposure to informational, literary, and functional passages on the NYSESLAT.

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

Part B: Direct Instruction Supplemental Program Information

and operations, algebra, geometry, measurement, and data analysis and probability.

Assessment will be in the form of teacher made tests, Study Island, iReady, 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: Title III teachers, Mrs. Aaron, Mrs. Friedman and Mrs. Budhram will receive ELL professional development on a biweekly basis by Ms. Malagoli, ELL Assistant Principal on ELL instructional strategies of Think/Pair/Share, graphic organizers and visual aids, Professional development topics addressed will also include Universal Design for Learning, UDL, Depth of Knowledge, DOK, Chancellor's Expectations for 2012-2013 school year on Questioning and Discussion Techniques and Vocabulary Development for ELLs through Role Play and Realia. Professional development for Title III teachers aims to enhance instructional opportunities in the classroom setting and to provide specific instructional interventions to meet identified academic needs of ELLs to target instruction. The purpose of Title III professional development is also to equip teachers with the skills to prepare ELL students to meet the English language proficiency standards, state academic content and performance standards and grade level expectations expected of all other students.

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, ELL parent orientation workshops, PTA meetings, and meetings with the school building principal and assistant principals as needed. Parent Workshops will take place on a biweekly basis for one hour and a half, 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 (Object Code 199)		
Travel		
Other		
TOTAL		