



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 117Q JOYCE KELD /BRIARWOOD SCHOOL

**DBN (i.e. 01M001):** 28Q117

**Principal:** PAULA CUNNINGHAM

**Principal Email:** [PCUNNINGHAM@SCHOOLS.NYC.GOV](mailto:PCUNNINGHAM@SCHOOLS.NYC.GOV)

**Superintendent:** DR. BEVERLY FOLKES-BRYANT

**Network Leader:** MARLENE WILKS

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name                    | Position and Constituent Group Represented   | Signature |
|-------------------------|--|-----------|
| Paula Cunningham        | *Principal or Designee   |           |
| Bruce Hartman           | *UFT Chapter Leader or Designee  |           |
| Lillian Robert          | *PA/PTA President or Designated Co-President   |           |
| Leticia Gonzalez        | 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  |           |
| Victoria Conforti       | Member/ Teacher  |           |
| Kerry Sullivan          | Member/ Teacher  |           |
| Natalie Soleymanzadeh   | Member/ Teacher  |           |
| Luigina DeMarco         | Member/ Teacher  |           |
| Maya Gutierrez-Granados | Member/ Parent   |           |
| Obdulia Ambros          | Member/ Parent   |           |
| Latchimie Dhandraj      | Member/ Parent   |           |
| Michelle Chaitan        | Member/ Parent   |           |
| Aderonke Williams       | Member/ Parent   |           |
| Bano Javed              | Member/ Parent   |           |
| Jasmin Ortiz            | Member/ Parent   |           |
| Cheryl Spears           | Member/ Paraprofessional   |           |
|                         | Member/  |           |
|                         | Member/  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

|  |  |
|--|--|
|  | Indicate using an "X" in the box to the left of each section that the section has been completed |
|  | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
|  | ▪ Comprehensive Needs Assessment   |
|  | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
|  | <b>Academic Intervention Services (AIS)</b>  |
|  | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
|  | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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.

**Focus:** Math – for all K-5 learners.

By June 2014, all students, including ELLs and SWDs will improve their mathematically thinking and competence at problem-solving as evidenced by an increase in their performance on interim and CCLS-aligned school 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.

On the 2012-2013 State Mathematics test, 36.75% of the grade 3-5 students achieved a performance level 3 or 4 with the average student proficiency rating being 2.72. This indicates a need to build students' median adjusted growth percentile was 62.5% as compared to, the peer range of 64.7%, and the city range of 62.8%. The schools median adjusted growth percentile for the schools lowest third was 71%. We received percentage of 2.55 of 10 for Early Grade Progress as compared to peer group of 2.44, and 2.29 of the city range.

With regards to closing the achievement gap credits the students at P.S. 117 received a total of 1.83 additional credit metrics in the following areas: Percent of students at Levels 3 or 4 in Mathematics: Self Contained classes .10, and Integrated Co-Teaching classes .19. Percent of students at 75<sup>th</sup> Growth Percentile or Higher in Mathematics: English Language Learners .15, Lowest Third Citywide .15, Self Contained/ICT/SETSS .09, and Black and Hispanic Males in Lowest Third Citywide .09.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

**Strategy #1:** All teachers will participate in professional learning opportunities to improve their teacher practice and content knowledge.

**Activity #1:** Leverage the structure of the teacher team to design coherent and rigorous CCLS-aligned instruction: grade level teacher teams will identify, select, and adapt high quality and rigorous tasks and assessments (formative and summative) and embed them within the daily mathematics lessons for all sub groups. In addition, each grade level and inquiry team will examine the GO Math units of work according to Universal Design for Learning principles and Understanding by Design structure as well as develop clarity of understanding with respect to how to implement effective teaching practice and content for unit implementation; and analyze student work products during grade meetings, inquiry team meetings, and grade level articulation meetings.

**Activity #2:** Teachers will receive professional development from outside vendors and Network Achievement Coaches on best practices for teaching conceptual understanding in math. Topics include, but are not are not limited to: Unpacking Instructional Shifts and Standards to Design Quality Tasks, How to Implement P.S. 117 Mathematics pacing calendars with GO Math Mathematics Program; How to Analyze Rigor in Tasks with Hess' Cognitive Rigor Matrix; How to Create Rubrics that Align with Performance Assessment and Key Standards.

**Strategy #2:** All students will have multiple opportunities to work with high quality rigorous tasks, with appropriate scaffolding, when necessary.

**Activity #1:** All students will engage in small group work that 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

**Activity # 2:** All students will engage in Math Accountable Talk sessions amongst students to help them develop their ability to critique the reasoning of others, provide alternatives, and build their capacity to reason.

## **B. Key personnel and other resources used to implement each strategy/activity**

### **Key Personnel:**

#### **Strategy #1**

1. **Activity #1:** Teacher teams will meet during Professional Periods, common planning periods, and other agreed on times to plan for rigorous and high quality tasks, coherent arcs of instruction and tasks.
2. **Activity #2:** The instructional cabinet—principal, assistant principals, and instructional leads—in addition to Network Achievement Coaches, Talent Coaches, and outside consultants will provide professional development to all teachers which will focus on targeted areas of growth

#### **Strategy #2:**

1. **Activity #1:** Teachers will ensure that their math block is structured so that students have daily opportunities to grapple with academic tasks independently and in pairs. In addition, teachers will provide all students with daily opportunities to engage in mathematical accountable talk.

### **Resources:**

- GO Math Grab and Go Kit
- Math manipulatives
- Go Math Student Workbook Edition
- Professional Books and Articles

## **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

### **Strategy #1**

#### **Activity #1:**

- By the end of the 2013-2014 school year, all teachers/teacher teams would have used their daily common meeting times, professional periods, and seventy-five minutes of Inquiry Team Meeting time to analyze student work, CCLS aligned planning, and unit mathematics performance tasks.
- By June 2014, all teacher teams will implement performance tasks embedded in each unit of study aligned to the CCLS. Inquiry/Grade Level Teams will embed higher order thinking questions into curriculum maps and daily lesson plans.

#### **Activity #2:**

- The instructional cabinet, lead teachers, and other instructional leaders will participate in monthly professional development provided by the network through the various cohorts, conduct in-house professional development, and receive feedback on instruction from their Network Liaison.

## **Strategy #2**

### **Activity #1:**

- All students will demonstrate mastery of key mathematical concepts, skills, and academic behaviors on formative assessment, summative assessments, and daily learning activities throughout the course of a 6-8 week unit of study.
- By June 2014, teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced mathematics instruction for all subgroups.

## **Strategies 1 and 2: All Activities**

### **Targets to Evaluate Progress**

- Inquiry Sessions (horizontal) will occur monthly.
- Inquiry Sessions (vertical) will occur according to the schedule in the P.S. 117 inquiry Team Handbook.
- Inquiry/Grade Level Teacher Team Members will follow the pacing timeline as suggested in the School Wide Math Assessment calendar.
- Inquiry/Grade Level Teacher Team Members will assess students' pre, mid, and post chapter/unit assessments per class and Super 7 Inquiry Students' to monitor student /class growth during each unit of study utilizing the ORID Protocol with administrators and fellow colleagues.
- Teams will receive ongoing verbal given feedback during each unit of study.
- Mid Year Inquiry Team Data Presentations will occur in January & March
- Inquiry Team Share Fair will serve as a culminating activity. Team members will present their teams' yearlong inquiry work and receive verbal feedback from administrator and fellow colleagues.

### **Effectiveness and Impact**

- Teachers will create plans to target specific CCLS weaknesses for each ability level of students. Teachers will modify curriculum maps and lesson plans to reflect the targeted changes.
- Teachers will utilize Danielson Framework, Citywide Instructional Expectations, CCLS, to determine rigor and quality of open ended and Multi-stepped word problems.
- Teachers will maintain Inquiry/Articulation Team binders to log meeting agendas, protocols, and artifacts to analyze student work and assessments.
- Teachers will reflect, adjust, and modify the curriculum plans during weekly professional activity periods.

## **D. Timeline for implementation and completion including start and end dates**

### **Strategies #1**

#### **Initial Indicator - Early November 2013**

- Teacher Leader Participants (TLP) will provide professional development to help guide Inquiry teams and Grade Level Articulation Meetings.
- Teachers will track chapter/unit results aligned to CCLS. Results will be shared and analyzed during professional activity meetings and/or inquiry team sessions.

#### **Midterm Progress Points – January 2013 and March 2014**

- Teachers will administer, share and analyze data from baseline, mid and final administration of all assessments aligned to the CCLS.

- Teachers will maintain accurate records and results for all students.
- Teachers will track chapter/unit results aligned to CCLS. Results will be shared and analyzed during professional activity meetings and/or inquiry team sessions.
- Parent Workshops will be provided in mathematical strategies to support academic growth.

### **Final Progress Point –June 2014**

- Compare November 2013 baseline results to the June 2014 results to ascertain what percentage of children made academic gains and reached grade level proficiency. Teacher Teams will modify existing curriculum maps according to the results to strengthen specific standards weaknesses in the next grade.

### **Activity #2**

- Teachers will submit reflections and relevant artifacts (lesson plans, student work, curriculum maps) that reflect a change in teacher practice and student performance outcomes after receiving feedback from administrators on an ongoing basis.
- Teachers will receive in-house customized, monthly professional development from members of the instructional cabinet.
- Key personnel will attend Network level professional development sessions (mathematics cohorts, teacher team intensives) and submit relevant artifacts (lesson plans, student work, curriculum maps.) This will occur on a yearlong, ongoing basis.

### **1. Strategy #2, Activity # 1**

- Students will complete CCLS-aligned benchmarking assessments twice a year.
- Students will complete formative and summative assessments within each math unit of study

## **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

### **Strategy #1, Activity #1**

- Teachers will engage in Inquiry Team sessions every Tuesday & Wednesday and Professional Activity Common Planning periods will occur on Fridays. Data Days and Student Work Protocol sessions will occur within 6-week cycles with administration and peer colleagues.
- Progress Monitoring “State of the School” sessions will occur during Administrative Cabinet meetings including our Southern Cross Professional Staff Developer to assist in the analysis of mathematical practices effectiveness.

### Strategy #1, Activity #2

### **Strategy #2, Activity #1**

1. Lessons will be implemented within the classroom setting
  - Professional articles/books resources will be utilized by teacher teams to support their research and the implementation of new strategies and mathematical strategies.
  - Students will be provided with mathematical manipulatives to assist with the understanding of new mathematical concepts.
  - Students will engage in meaningful math dialogue during all aspects of each lesson. Students are provided with discussion prompts and conversation rubrics. Students are organized into groups that allow for discussion based on differentiated, group-appropriate tasks. Each group member is assigned a role to help facilitate conversation and teamwork. Higher level questioning and thinking is modeled throughout

the lesson, with authentic checks for understanding embedded throughout providing opportunities for turn-and-talks amongst partners and/or groups.

**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).

- Provide parents with mathematic workshops ongoing throughout the instructional school year to support their children at home to help children improve newly learned mathematical concepts, CCLS, and assessments.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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.

**Literacy Goal for all K-5 students:**

By June 2014, individual and groups of students, including the lowest-and highest-achieving students, ELLs and SWDs will have increased opportunities through whole class shared experience, small group work and partnership work access to complex texts by engaging in high quality discussions to strengthen and foster the transfer of strong reading skills to their own independent nonfiction and fiction books as evidenced by before and after video clips, performance task results and rubrics.

**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 with respect to student progress. We discovered our school's strengths, accomplishments and challenges after analyzing our school Progress Report, ELA & Math State testing data and NYSESLAT results. As a result of analyzing our school's NYS ELA overall performance as compared to other students who started at the same level, our literacy focus was developed to help strengthen our students with disabilities, English Language Learners, and students starting at the lowest proficiency level citywide, ability to make exceptional gains.

On the 2012-2013 NYS ELA Test, 32.8% of the grade 3-5 students achieved a performance level 3 or 4 with the average student proficiency rating being 2.61. This indicates a need to build students' median adjusted growth percentile of 63% compared to the peer range of 64.4% and the city range of 64.1%. The school's median adjusted growth percentile for the school's lowest third was 65%. We received a percentage of 1.66% for Early Grade Progress as compared to the peer group of 2.22 and 1.93 of the city range.

With regards to closing the achievement gap, students at P.S. 117 received a total of 1.83 additional credit matrix as follows:

**Percent at Level 3 or 4:**

Self Contained 0.00 points

Integrated Co-Teaching classes 0.19 points

Special Education 0.00 points

**Percent of students at 75<sup>th</sup> growth percentile or higher in ELA:**

ELLs 0.15 points

Lowest third citywide 0.13 points

Self Contained/ICT/SETTSS 0.11 points

Black and Hispanics males lowest third citywide 0.12 points

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

▪ **Strategies/activities that encompass the needs of identified subgroups**

**Actions/Instructional Strategies/Activities**

**Strategy #1**

**Activity #1: Teachers/Teacher Teams will incorporate any or all of the following into their literacy block to support students' improved comprehension and performance on literacy tasks:** Teachers will video record students in the form of pre and post assessments, select a variety of high interest fiction and nonfiction texts; Teachers will provide instruction outside of the 90-minute literacy block, during read aloud time. However, if needed, teachers can embed this nonfiction/fiction work into the literacy block. Teachers will pull out words for vocabulary and guide students in oral language activities about concepts discussed; teachers will supplement social studies and science instruction with high interest nonfiction articles on a variety of topics; teacher teams will develop higher order thinking questions aligned to the expectations of grade level Common Core Learning Standards. Teachers will also facilitate accountable talk discussions for small groups and partnerships based upon varied discussion questions, providing multiple entry points for all learners.

**Activity #2: Students will be immersed in best practices to support higher order thinking and independent reading in informational texts.** Students will engage in the following throughout their literacy block: students will utilize text-based evidence to support their claims and arguments. Use context clues to make sense of unfamiliar words, will apply previously learned reading skills to harder texts, and design higher level thinking questions to ask their peers within a discussion, applying their knowledge of literacy skills, to foster groups discussions. In addition, students will develop their own science questions and research the answers individually. Students will write logical arguments with sound reasoning to answer questions designed by the teacher and students. Kids can develop solutions to kid problems through the development of opinion writing. Students will be encouraged to send their writing into published magazines.

▪ **Key personnel and other resources used to implement each strategy/activity**

**Strategy #1**

**Activity #1:** Teachers will meet collaboratively as a team during Common Planning sessions, Inquiry Team meetings, and Professional Activity periods to plan the implementation of high quality discussions around complex texts, fiction and non-fiction texts.

**Activity #2:** The Instructional Cabinet, comprised of the Principal, Assistant Principals, Teacher Leaders, and Teachers College Staff Developers, will provide on going Professional Development to all instructional staff members focused on the development of literacy skills to support higher order thinking skills and reading work.

**Strategy #2**

**Activity #1:** Teachers will implement non-fiction, fiction text, literary articles and published literary magazines for students to have increased experiences in whole class, small groups and partnership work to foster reading skills.

## **Resources**

- Nonfiction texts
- Fiction texts
- Literary articles
- Published literary magazines
- iPads
- Flip Cameras
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

### **Strategy # 1**

**Activity #1:** By the end of the 2013-2014 school year, during teacher team meetings all teachers/teacher teams will collaboratively develop literacy unit plans aligned to the Common Core Learning Standards, analyze student work, and assess students ability to comprehend complex text based evidence through kid watching and analyzing data from video recordings in the form of pre and post assessments.

### **Activity # 2:**

- By June 2014, Inquiry/Grade Level Teams will embed higher order thinking questions into curriculum unit plans/or curriculum maps and daily lesson plans.
- Teacher teams will share best practices and evidence of students' grade level CCLS during Mid Year Inquiry Team Data Presentations and at the culminating Inquiry Team Share Fair.

### **Strategy #2**

#### **Activity #1:**

- By June 2014 teachers will participate in differentiated professional development.
- Professional development vertical teams will be formed by interest/need.
- Professional development vertical teams will focus on close reading and strengthening accountable talk/partnership groups, and revising methods to better support language development.

#### **Activity #2:**

- By June 2014 students will demonstrate a stronger ability to independently and proficiently engage in close reading as they analyze text and participate in deep text based discussions.
- By June 2014 students will be able to gain entry points into interactive read aloud lessons through scaffold supports in the form of visual aids, pre-teaching vocabulary, implicit vocabulary instruction, and modeling the thought process for students through "think aloud" talk.

### **Strategies 1 & 2: All Activities**

#### **Targets to Evaluate Progress**

- Inquiry Sessions will occur monthly
- Inquiry Team Members will follow the suggested timeline outlined in the P.S. 117 Inquiry Team Handbook
- Mid Year Inquiry Team Data Presentations will occur in January & March

- Inquiry Team Share Fair will serve as a culminating activity. Team members will present their teams yearlong inquiry work
- Teacher teams will receive verbal feedback and ongoing support from fellow colleagues and administrators.

### **Effectiveness and Impact**

- Teachers will share best practices and implement strategies and techniques with their students
- Teachers will self assess and peer assess learning activities and lessons utilizing the Danielson Framework to determine rigor and quality
- Teachers will maintain Inquiry binders to log monthly Inquiry meeting agendas to analyze student work
- Teachers will analyze student work and share out their findings during protocol sessions
- Teachers will reflect, adjust, and modify the curriculum plans during weekly professional activity periods.

- **Timeline for implementation and completion including start and end dates**

### **Strategies 1 and 2: All Activities:**

#### **Initial Indicator - Early November 2013**

- Teacher Leader Participants (TLP) will provide professional development to help guide Inquiry teams
- A baseline of students' current abilities will be established based upon an initial assessment in literacy and reading level benchmarks will be monitored
- Teachers will develop holistic rubrics
- Teachers will have direct access to students' individual assessment results. Results will be shared and analyzed during professional activity meetings and/or inquiry team sessions.
- Teachers may collaborate with colleagues and administrators about the best ways students will achieve individual learning goals.

#### **Midterm Progress Points – January 2013 and March 2014**

- Teachers will administer, share and analyze data from baseline, mid and final administration of all teacher created assessments
- Teachers will maintain accurate records and results for all students
- Teachers and administrators will 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 running records, skill analysis assessments from Ready Gen and analysis of video clips will occur during teacher team meetings
- Discuss student action plans with both classroom teachers and related service providers for identified students
- Send results and plans home to communicate students' performance and best ways for parents to support students academically

#### **Final Progress Point –June 2014**

- Reevaluate our process and evaluate students' progress towards increasing their performance in achieving grade level benchmarks as it relates to these assessments
- Compare November 2013 baseline results to the June 2014 results to ascertain what percentage of children made academic gains and reached grade level proficiency

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

#### **Strategy 1: Activity 1:**

- Teachers will engage in Inquiry Team meetings each Tuesday and Wednesday, Professional Activity meetings each Friday and Common Planning sessions each Monday, Tuesday, Wednesday and Thursday to support each instructional strategy and activity.

- Progress Monitoring “State of the School” sessions will occur during Administrative Cabinet meetings.

**Strategy 1: Activity 2:**

- Inquiry Team Binders will be provided for grade level teams for student work, agendas, next steps and protocols.
- Progress Monitoring Binders will be used for Professional Activity agendas, Professional Activity synopsis, Assistant Principal feedback based on findings from Professional Activity meeting, completed ORID protocol tool with each level: Objective, Reflective, Interpretive and Decisional, assessments, student work and modified curriculum maps/units plans.

**Strategy 2: Activity 1:**

Lessons will be implemented within the classroom setting:

- Teacher teams to support their research and the implementation of new strategies and literacy strategies will utilize professional articles/books resources.
- Students will be provided with literary based articles to assist with the understanding of new literature concepts, fiction and non-fiction.
- Students will engage in meaningful dialogue during all aspects of complex texts. Students are provided with discussion prompts and conversation rubrics to engage students in high quality discussions. Students are organized into groups that allow for discussion based on differentiated, group-appropriate tasks.
- Group members are assigned a role to facilitate meaningful conversation and on task teamwork. Higher level questioning and thinking is modeled throughout the lesson, with recurrent checks for understanding embedded throughout lessons providing opportunities for turn-and-talks amongst partners and/or groups.

**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).

- Parent workshops will model for parents how teachers will implement learning in the classroom
- Invite parents to attend writing celebrations so they can see the quality of work needed in order to meet the standards
- "Teacher’s College Professional Development" style of workshops for parents in which teachers meet with parents first, then invite them to implement strategies just explained within the classroom setting
- Provide parents with materials to support their children at home to help children improve and reach their learning goal
- The school will provide assistance to parents in understanding Common Core Standards and new assessment formats

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| <b>X</b>   | <b>Tax Levy</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>Title III</b> | <b>Set Aside</b> | <b>Grants</b> |
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|
| List any additional fund sources your school is using to support the instructional goal below. |                 |                 |                  |                  |                  |               |
| X – School Funds   |                 |                 |                  |                  |                  |               |

**Goal and Action Plan #3**

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.

**Teacher Effectiveness:**

By June 2014, through the implementation of supervisory practices aligned to the new teacher evaluation and development system and by actively supporting teacher growth through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s *Framework for Teaching*, the Common Core and other content standards teachers’ practices will improve as evidenced by Teach Boost report analysis

and teacher progress monitoring discussed during weekly Administrative Cabinet meetings.

### **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 2013-2014 school year, effectively evaluate and support teacher development utilizing Advance and to strengthen teacher feedback, administration will be providing timely 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. Student performance on State ELA & Math exams will be positively impacted based upon an evaluation tool, which supports the development of teacher pedagogy.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### ▪ **Strategies/activities that encompass the needs of identified subgroups**

**Strategy #1: All teachers will engage in an initial planning conference with the building principal no later than the last Friday in October to improve instructional teaching practices during the school year.**

- **Activity: Teachers will self-assess instructional teaching practices using the Danielson 2013 framework during the initial planning conference.** As a part of best practice, teachers will set formative professional goals (2-4 are recommended) for the school year. It is recommended that these goals be aligned to the school's learning objectives/instructional focus. The principal and the teacher will discuss the observation options and the teacher will select for the school year whether observations will occur via video or in person. The teacher will decide whether Option #1 (one formal observation and a minimum of three informal observations) or Option #2 (A minimum of six informal observations) will be implemented.
- **Activity: Observation cycles for each teacher will be developed by the administrative team.** A three-tier observation process will be performed for all formal announced classroom observations consisting of a pre-observation conference, formal announced classroom observation, and a post-observation conference between the evaluator and the teacher. Evaluators will visit each teacher's classroom at least four-six times over the course of the 2013-2014 school year, and provide teachers with written or verbal feedback aligned to the Danielson *Framework for Teaching* in order to strengthen teacher practice and effectiveness.

**Strategy #2: To assist in strengthening teacher practice, teachers will receive three hours per month of professional development based on observations.**

- **Activity: During professional development, which will be held during grade conferences, faculty conferences, and Chancellor's Professional Development days, we will develop shared norms among school leaders and teachers for engaging in feedback conversations.** The PD will support implementations of the Common Core Aligned Curriculum and the New Teacher Evaluation and Development System. School leaders will implement and consult frequently an observation schedule using Teach Boost and/or our iPad calendars to ensure that each teacher is visited with a focus on all of the Danielson competencies. Further, school leaders will provide teachers feedback using Danielson's Framework teachers will receive observation ratings, a rationale to support teacher ratings in each competency and next steps. Principal and Assistant Principals will utilize Teach Boost to provide feedback, which will capture teachers "Best Practices" and "Next Steps." Teachers will receive a copy of initial

observation feedback via email on Teachboost. Teachers will use this feedback to identify components of the research-based Danielson *Framework for Teaching* rubric in their Professional Development Plan and integrate this into their work. Between the last Friday of April and no later than the last Friday of June on which school is in session Summative End of Year Conferences will held to discuss teacher artifacts, feedback from evidence-based observations of practice, and steps for continued professional growth.

▪ **Key personnel and other resources used to implement each strategy/activity**

**Key Personnel:**

**Strategy #1**

**Activity #1:**Principal, Assistant Principals, and Data Specialist will analyze effectiveness trends of summative and formative classroom data and student achievement.

**Activity #2:** Our Network support and NYCDOE Achievement coach will provide continued support to the administrative team through the school year to assist in calibration of the 2013 Danielson Framework for Teaching

**Resources:**

- Teach Boost
- Advance
- Laptop & Desktop Computers
- iPads
- Software & iPad Applications
- Photocopy printer paper
- Binders
- NYCDOE email

▪ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

**Strategy #1:** All teachers servicing students in general education, special education and English language learners will be involved in teacher effectiveness development.

**Activity #1:**

- Administrators will discuss teacher effectiveness during weekly administrative cabinet meetings.
- Administrators will develop differentiated plans for professional development to support teacher practice throughout the school year along with plans for professional intervention/support for teachers with a demonstrated need.
- Administrators will give supervisory **effective feedback** that will be aligned to the teacher's goals and the Charlotte Danielson's *Framework for Teaching*.

**Activity #2:**

**Effective feedback characteristics from administration will include the following:**

- **Specific and evidence-based:** Low inference transcripts, analysis and interpretation justified by evidence will be aligned to the rubric and will

prioritize 1-2 most important practices to improve student learning. Clear, identifiable actions will be developed in the following two – four weeks that will help teachers improve. Provided next steps will be developmental and specific. Feedback will be timely and time bound: Administration will aim to give timely feedback either verbally, in writing and via email using the online tool, Teach Boost, hold on-line discussions with teachers using Teach Boost messaging system, and follow-up within a set timeframe. Administrators will communicate their level of concern to teachers. Teachers will be expected to move a minimum of one level in each framework category in which one received ineffective or developing as evidenced by frequent cycles of observation assessment.

▪ **Timeline for implementation and completion including start and end dates**

**Implementation Timeline September, 2013 through April, 2014**

**Strategy #1 I see this information for Strategy 1, do you still need to work the information for Strategy #2? Did I accidentally cut it out? Or does this heading pertain to both Strategy 1 & Strategy 2? Please let me know. I can submit this tomorrow when I hear from both of you.**

**Initial Indicator: Progress Point – September 2013**

**Activity:**

- The principal will schedule initial planning conferences no later than the last Friday in October.
- Teachers will set formative professional goals (2-4 are recommended) for the school year aligned to the school's instructional focus

**Midterm Progress Points– October - March 2014 Midyear**

**Activity:**

- Administrators will determine professional development needs for the entire staff and implement this supportive plan
- Administrators will analyze teacher practice and provide observational feedback
- Teachers will be reflective about their practice
- Administrators will provide ongoing supervisory feedback based upon each teacher's aligned goals and observable strengths and areas of concern
- Meeting minutes and agendas from the various data meetings held from October 2013 – March 2014 (Professional activity meetings, grade meetings, inquiry team and professional development sessions)

**Final Progress Point – April 2014 Summative Review/End Year Meeting**

**Activity:**

- Between the last Friday of April and no later than the last Friday of June on which school is in session Summative End of Year Conferences will held to discuss teacher artifacts, feedback from evidence-based observations of practice, and steps for continued professional growth.
- Following the Summative End of Year Conference and no later than September 1 of the following school year receive the complete APPR and place it in his/her personnel file as soon as practicable
- Teachers will show growth as it relates to their practice as evidenced by frequent cycles of observation assessment

- Teachers will reflect upon the progress achieved as it relates to their formative professional goals
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**

In order to support this goal instructional strategies and activities will include:

**Strategy #1: Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s Framework for Teaching and the Common Core.**

**Activity:**

- Support will be provided to teachers and teacher teams in planning lessons and units, strengthening teaching practices, looking at student work for evidence of learning and gaps, and making purposeful adjustments during Inquiry Team meetings, Professional Activity meetings, Grade Conferences and Faculty Conferences. Administration will ensure teachers’ deep understanding of the components of Danielson’s *Framework for Teaching* included in the New Teacher Evaluation and Development System to help improve instruction and student learning across all grades and content areas. Teachers will be engaged in professional development sessions and meetings that build a shared school-wide understanding of what highly effective teaching looks like in all content areas.

**Resources:**

Teach Boost website  
 Advance website  
 NYCDOE Email

**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).

- 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.
- Parent workshops (Coffee & Conversation Meetings with the Principal) to help parents understand Advance and what this means for teachers and children.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | X | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|---|----------|-----------|-----------|-----------|--------|
|---|----------|---|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

-

### Goal and Action Plan #4

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.

#### **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.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- 
- **Key personnel and other resources used to implement each strategy/activity**
- 
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 
- **Timeline for implementation and completion including start and end dates**
- 
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 

#### **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).

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#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|----------|----------|-----------|-----------|-----------|--------|
|          |          |           |           |           |        |

List any additional fund sources your school is using to support the instructional goal below.

### Goal and Action Plan #5

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.

#### **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.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
-

|  |
|--|
| <ul style="list-style-type: none"> <li>▪ <b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>                                    |
| <ul style="list-style-type: none"> <li>▪</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>                |
| <ul style="list-style-type: none"> <li>•</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ <b>Timeline for implementation and completion including start and end dates</b></li> </ul>                                      |
| <ul style="list-style-type: none"> <li>▪</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul> |

**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).

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**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| List any additional fund sources your school is using to support the instructional goal below. |                 |  |                 |  |                  |  |                  |  |                  |  |               |
|  |                 |  |                 |  |                  |  |                  |  |                  |  |               |

### Academic Intervention Services (AIS)

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

**Description**

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>   | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>   |
|--|--|--|--|
| <b>ELA</b>   | <p>The following programs will be used with students who are in need of intervention: Wilson, Fountas &amp; Pinnell Leveled Literacy Intervention, Kaplan Advantage &amp; 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 2-5 ESL students with NYSESLAT levels ranging from beginning, intermediate and advanced will participate in an after school program facilitated by 4 ESL certified teachers, two content and area teachers who are Wilson and Foundations trained. The goal of the Title III after school program is to ensure that ESL students are equipped to pass the NYSESLAT ELA and mathematics exams.</p> | <p>2 ATR Reading Teachers/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> |
| <b>Mathematics</b>                                 | <p>Teacher created materials and Go Math! will be used along with manipulatives. Students will address</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>   |

|   |  |  |  |
|---|--|--|--|
|   | <p>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>   |  |  |
| <b>Science</b>  | <p>Foss Kits, Harcourt Brace text, Interactive SmartBoard Science Lessons, non-fiction science literature, and Science materials will be used.</p> <p>Differentiated instruction will be provided in order to meet the individual needs of students.</p>   | Small group science tutorial lessons.  | <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.</p> <p>Students will participate in an after school small group science tutorial program.</p> |
| <b>Social Studies</b>   | <p>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.</p>  | 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 students also receive intervention in our extended day program.   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <p>Parental outreach will be provided on an on-going basis. A Guidance Counselor and a Social Worker 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.</p> | Small group instruction, one-to-one sessions use peer mediation strategies to increase efficacy of the students.   | <p>Our Guidance Counselor will also push-in to some classes to provide first hand assistance and to help at-risk students.</p> <p>School Psychologist – N/A</p> <p>Social Worker – N/A</p>   |

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
  - School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
  - Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |  |   |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. |                                  |  |   |
| <b>x</b>   | <b>School Wide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |  | <b>Non-Title I</b>                      |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**100% of our staff members are Highly Qualified teachers teaching in core academic subjects for the 2013-2014 school year**

- Teachers will participate in "in house" staff development in literacy and math by trained Teachers College staff developers and Math Southern Cross consultants.
- Teachers will be provided with SD "Calendar Day" opportunities in literacy at off site locations (Teachers College-Columbia University)
- Administrators 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 modify curriculum maps aligned to CCLS across all curriculum areas with assistance from instructional support specialist of the CFN 209 Network
- 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.
- Administrators regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Administration attends job fairs and interviews candidates based on the curriculum currently in place
- 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 learning communities:
  - o Grade Level Teacher Teams
  - o Vertical Teams
  - o Inquiry Teams
  - o Weekly Grade Planning Sessions

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Strategies and Activities for high quality professional development for teachers, principals, and all staff members is a blueprint for all educators to improve instruction and student achievement. In alignment with Common Core Learning Standards effective professional development includes the following:

- A school-wide needs assessment was conducted based upon current observable teacher practices.
- Professional development workshop sessions are determined based upon identifiable needs.
- Differentiated professional development will be offered in the form of study groups and classroom lab sites.
- Columbia University Teachers College staff developers will align professional development workshops to our established instructional foci.
- Two Teachers College staff developers (lower and upper grade) will meet the needs of our staff by supporting teachers in small group sessions.
- A Southern Cross math consultant will support our school-wide mathematics goals by working closely with teachers in the classroom and by engaging in debriefing sessions with administration.
- Three staff members (two teachers and the principal) will participate in the Teacher Leader Program
- TLP leaders will support staff members in understanding how to effectively look at student work, target instructional next steps, unsurface curriculum gaps and align best practices to the CCLS.
- Fostering a culture of continuous improvement for learning through Danielson’s Framework for Teaching.
- Improving the learning of all students, general education students, ELLs and SWDs, by creating awareness of those with different needs, learning styles, and incremental abilities from diverse cultural and linguistic backgrounds.
- Facilitating the implementation of the Ready Gen Curriculum, Go Math and Teacher’s College Reading and Writing Curriculum with an emphasize on continuous student achievement across grades/school.
- Classroom practices around Instructional Shifts in Reading and Mathematics by providing opportunities for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- Engaging teachers in the Citywide Instructional Expectation for the 2013-2014 school year:
- By reviewing student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices.
- Sharing successful instructional practices, and the evidence of their success, through formal and informal structures, reflecting on their work to identify areas for growth and actively participate in their own development.
- Shifts in classroom practice *where* teacher teams focus on changes in classroom practice embedding a performance task into units of study.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Due to the fact that our school is a conceptually consolidated school, this means that Tax Levy, Title IA, Title IIA was consolidated into a single pool and the funds can be used without the identity of the funds. Given that we have the flexibility in aligning resources, it helps us to be able to increase student outcomes by enabling us to design programs, which meet the specific needs of students.

The funds allocated for all STH students will be used to assist STH children in meeting the State’s challenging academic content and academic achievement standards as well as assisting them when they have urgent needs. As a Title I school we are required to set aside and schedule a minimum of \$100 per STH pupil. We have factored in the responsibility for covering emergency supply needs (such as school uniforms) for the entire year.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

- Prekindergarten students are taught through the year how to take ownership of their environment and become creative and curious learners.
- Curriculum is designed so students are encouraged to learn within center exploration where the teacher and assistant facilitate learning that is taking place.
- Our teacher participates in professional development a minimum of four times during the school year to enrich the understanding of social/emotional and academic learning. The PD sessions are then translated into classroom practice.
- Our Prekindergarten teacher leads our young students towards independence and feeling secure emotionally in the classroom. In the beginning of the year children are assisted in many daily experiences- One example is how more support is offered to children in the beginning of the year for things like zipping and buttoning their coats. By the spring most students are able and encouraged to do this by themselves. Students are aware of where all materials are and are able to access them as needed.
- Our Prekindergarten teacher uses common core alignment of instruction to meet all required standards by the end of June. Thematic based activities drive instruction and promote an interdisciplinary content-based environment.
- Our classroom teacher meets monthly with administration for Grade Conference meetings where PD is turn-keyed, programmatic components are set in place and resources are shared.
- Our Prekindergarten social worker visits our classroom twice each month to work with individual children, reach out to families in need of services and to conduct parent workshops.
- In the beginning of the school year parents are invited into our school for a Pre-Kindergarten Tea (orientation). This Tea provides an opportunity for families to meet other families of the students who are in the same class.
- Families are encouraged to share telephone numbers and form friendships outside school. Many of the children are invited on play dates with other children thereby strengthening a strong friendship bond. Parents are invited to attend the P.S. 117 book club and crochet club where our Pre-Kindergarten social worker speaks with club members about a variety of topics from social issues to academic concerns and ways to strengthen the home-school connection.
- Towards the spring of the year, families are invited to attend a transition workshop hosted by administration. This workshop helps to prepare parents with the expectations and routines for our kindergarten students. The children and families are invited on a tour of the building to see kindergarten classrooms in action, various important locations in the building- main office, gymnasium, computer lab, etc. so they become more familiar with the building and are more easily adjusted for the beginning of the new school year.
- In May, administration meets with our Prekindergarten teacher to discuss where students might best be suited in kindergarten classes. Current friendships and teacher personalities are taken into account when determining placement. The Prekindergarten teacher meets with Kindergarten teachers to forward student records.
- The following September parents are invited to attend a Kindergarten orientation

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**Measures to Include Teachers in Decisions Regarding Assessments:**

- In the beginning of the school year our teacher administers the ECERS screening to all PK students. Parents and administration are all informed of the results. Based on the initial screening, students may be rescreened if needed. This screening provides a baseline for our teacher in particular skills development.
- During daily instruction, our teaching assesses students on an ongoing basis using multiple checks for understanding. She will facilitate centers, work with students in small groups and individually and take notes on developmental and academic components. Our teacher utilizes Performance Assessments a

minimum of three times during the year using the NYC Core Library tools. The results from the Performance Assessments are analyzed during pre, mid and post assessments that are developmentally appropriate.

- Parents are given progress reports during the year so they are able to understand the progress their child is making in the program. Prekindergarten newsletters are provided to families on a monthly basis to keep them aware of happenings in the classroom and to provide helpful tips at home.
- Teachers participated in decision-making process by participating in the MOSL Committee. MOSL committee members participated in Webinar training before making important decisions regarding assessments for students and assessments linked to Teacher Effectiveness.
- All teachers meet weekly in Inquiry Teacher Teams, Grade Level Teams to create/modify in-house common assessments. In addition all Teacher Teams meet weekly to analyze all common assessments linked to the CCLS.
- Inquiry/Grade Level Teacher Teams meet weekly and assess students' work during each six-week unit of study with direct grade level supervisors. The ORID Protocol is utilized to assess class/individual student data.
- Measures of Student Learning committee members selected local measure assessments.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

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

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

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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering 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;
1. always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|   |                       |                          |
|---|-----------------------|--------------------------|
| District <b>28</b>  | Borough <b>Queens</b> | School Number <b>117</b> |
| School Name <b>Public School 117 Joyce Keld Briarwood</b> |                       |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|   |  |
|---|--|
| Principal <b>Paula Cunningham</b>                           | Assistant Principal <b>Tara Malagoli</b>           |
| Coach <b>NA</b>   | Coach <b>NA</b>                                    |
| ESL Teacher <b>E. Aaron, ESL Teacher</b>                    | Guidance Counselor <b>Terri Elias</b>              |
| Teacher/Subject Area <b>E. Budhram, ESL Teacher</b>         | Parent <b>Lillian Robert</b>                       |
| Teacher/Subject Area  | Parent Coordinator <b>Kimberly Estevez-Ramirez</b> |
| Related Service Provider <b>A. Lunavictoria, S.E.T.S.S.</b> | Other <b>Raymond Miley, IEP Teacher</b>            |
| Network Leader(Only if working with the LAP team)           | Other  |

### 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 currently teaching in the ESL program.           | <b>5</b> | Number of certified bilingual teachers currently teaching in a bilingual program   | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |             |                      |            |   |               |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>1035</b> | Total number of ELLs | <b>115</b> | ELLs as share of total student population (%) | <b>11.11%</b> |
|--|-------------|----------------------|------------|---|---------------|

## Part II: 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 # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |    |    |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |    |    |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |    |    |   |   |   |   |    |    |    |         |
| Pull-out   | 8 | 8 | 8 | 8 |    |    |   |   |   |   |    |    |    | 32      |
| Pull-out   | 0 | 0 |   |   | 16 | 16 |   |   |   |   |    |    |    | 32      |
| <b>Total</b>   | 8 | 8 | 8 | 8 | 16 | 16 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 64      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |    |                                |   |
|-----------------------------|-----|--|----|--------------------------------|---|
| All ELLs                    | 115 | Newcomers (ELLs receiving service 0-3 years) | 95 | ELL Students with Disabilities | 5 |
| SIFE                        | 0   | ELLs receiving service 4-6 years             | 20 | Long-Term (completed 6+ years) | 4 |

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

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 95  |      | 2   | 20  | 0    | 3   |     | 4    |     | 115   |
| Total         | 95  | 0    | 2   | 20  | 0    | 3   | 0   | 4    | 0   | 115   |

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

| 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 | EL    | EP |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     | 0  |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |

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

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 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      | 5  | 5  | 3  | 9  | 4  | 4  |   |   |   |   |    |    |    | 30    |
| Chinese      |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Russian      |    | 5  | 1  | 2  | 2  | 1  |   |   |   |   |    |    |    | 11    |
| Bengali      |    | 2  | 3  | 7  | 6  | 6  |   |   |   |   |    |    |    | 24    |
| Urdu         | 5  | 1  | 1  | 2  |    |    |   |   |   |   |    |    |    | 9     |
| Arabic       | 2  | 2  | 1  | 3  | 5  | 2  |   |   |   |   |    |    |    | 15    |
| Haitian      |    |    | 3  |    |    | 2  |   |   |   |   |    |    |    | 5     |
| French       |    |    |    | 1  |    | 1  |   |   |   |   |    |    |    | 2     |
| Korean       |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Punjabi      |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Polish       |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Albanian     | 3  |    | 1  |    |    |    |   |   |   |   |    |    |    | 4     |
| Other        | 2  | 4  | 2  | 3  | 2  | 2  |   |   |   |   |    |    |    | 15    |
| <b>TOTAL</b> | 17 | 19 | 15 | 27 | 19 | 18 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 115   |

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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) | 7 | 10 | 3 | 6 | 5 | 6 |   |   |   |   |    |    |    | 37    |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|   | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   | 1  | 7  | 6  | 10 | 8  | 4  |   |   |   |   |    |    |    | 36    |
| Advanced (A)  | 7  | 4  | 5  | 10 | 8  | 8  |   |   |   |   |    |    |    | 42    |
| Total   | 15 | 21 | 14 | 26 | 21 | 18 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 115   |

| NYSESLAT Modality Analysis |                   |   |   |   |    |    |    |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   | 5 | 2 | 1  | 0  | 2  |   |   |   |   |    |    |    |
|                            | I                 |   | 6 | 6 | 2  | 4  | 2  |   |   |   |   |    |    |    |
|                            | A                 |   | 2 | 3 | 11 | 15 | 10 |   |   |   |   |    |    |    |
|                            | P                 |   | 0 | 0 | 8  | 0  | 2  |   |   |   |   |    |    |    |
| READING/ WRITING           | B                 |   | 8 | 6 | 7  | 5  | 5  |   |   |   |   |    |    |    |
|                            | I                 |   | 4 | 3 | 6  | 9  | 7  |   |   |   |   |    |    |    |
|                            | A                 |   | 1 | 0 | 6  | 5  | 4  |   |   |   |   |    |    |    |
|                            | P                 |   | 0 | 2 | 3  | 0  | 0  |   |   |   |   |    |    |    |

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     |         |         |         |         | 0     |
| 4                     | 15      | 2       | 0       | 0       | 17    |
| 5                     | 14      | 1       | 0       | 0       | 15    |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    | 0     |
| 4                     | 13      | 0  | 4       | 0  | 2       | 0  | 0       | 0  | 19    |
| 5                     | 12      | 0  | 3       | 0  | 0       | 0  | 0       | 0  | 15    |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     | 6       | 0  | 6       | 0  | 4       | 0  | 0       | 0  | 16    |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 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 Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As a school we use TCRWP Running record assessments to gauge the reading levels of all General Education students, English Language Learners and Students with Disabilities.

TCRWP Running record data shows In September 2013, 14.32% of Ells were at Benchmark Level 1. In June 2013, 14.77% of Ells were at Benchmark Level 1.

On the ELA Citywide exam, 37.9 % of Ells scored at the 75<sup>th</sup> growth percentile or higher.

On the Math Citywide exam, 38.9% of Ells scored at the 75<sup>th</sup> growth percentile or higher.

NYS ELA Citwide Test Ell Data:

Grade 3: Level one: 82.4% Level two: 11.8% Level three: 5.9% Level four: 0.0%

Grade 4: Level one: 93.3% Level two: 6.7% Level three: 0% Level four: 0.0%

Grade 5: Level one: 75.0% Level two: 25.0% Level three: 0% Level four: 0.0%

NYS Math Citywide Test Ell Data:

Grade 3: Level one: 68.4% Level two: 15.8% Level three: 15.8% Level four: 0.0%

Grade 4: Level one: 66.7% Level two: 33.3% Level three: 0.0% Level four: 0.0%

Grade 5: Level one: 55.6% Level two: 27.8% Level three: 16.7% Level four: 0.0%

The literacy and math data gathered enables teachers to plan whole class, small group and one to one instruction.

Reading and Math data shows Ells experience challenges with reading comprehension, literal and inferential questioning, reading and math fluencies, multi-step math word problems and vocabulary development.

Administrators use NYS testing data and TCRWP running record data to develop an instructional plan for General Education students, English Language Learners and Students with Disabilities for classroom instruction, Inquiry work, Response to Intervention, RTI, services, and After School Programs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

NYSITELL and NYSESLAT Proficiency results data revealed the following results:

Kindergarten -7 Beginner 1 Intermediate and 7 Advanced

First Grade -10 Beginner 7 Intermediate and 4 Advanced

Second Grade -3 Beginner 6 Intermediate and 5 Advanced

Third Grade - 6 Beginner 10 Intermediate and 10 Advanced

Fourth Grade - 5 Beginner 8 Intermediate and 8 Advanced

Fifth Grade - 6 Beginner 4 Intermediate and 8 Advanced

In Kindergarten students scored equally as Beginners and Advanced.

First grade has a high concentration of Beginners.

Second grade has an almost equal distribution of Intermediate and Advanced students

Third and fourth grade has an equal amount of Intermediate and Advanced students.

Grade 5 has a high concentration of Advanced students.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NYSESLAT. An analysis of the NYSESLAT results shows that our ELL students in grades Kindergarten through five are having greater success in listening and speaking components versus reading and writing modalities. As a result, an emphasis is/will be made on reading and writing instruction for Ell students.

Students will have additional opportunities to read at independent and instructional reading levels and read and respond to a variety

of literature through shared/guided reading and authentic text sets through instructional scaffolds prepared by teachers of Ells.

4. For each program, answer the following:
  - a. 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?

A: Ells are scoring at Levels 1 and 2 on NYS tests. Despite scoring levels 1 and 2, Ells are making continous progress, greater progress than their general education counterparts.

B: School Leadership uses Ell data to develop programs for after school and Extended Day instruction. Teachers use the results to develop lessons and modify instructional practices to meet the needs of students.

C: Periodic assessments reveal Ells experience difficulties with reading comprehension and writing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Ells who fit the criteria for RtI Tier II and III Interventions are provided with literacy instruction using research based programs, Fountas and Pinnell, Leveled Literacy Intervention, Wilson and Foundations. Data from NY State ELA tests, and TCRWP running records along with teacher consultations and data enable administrators to target students for RTI services.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Second Language development is considered in instructional decisions through:

  - ~ Culturally authentic pictures and posters appear in the classroom, in hallways and welcome areas. Families know from the moment they first enter the building that they are welcomed and respected.
  - ~ Books and games in the languages of ESL children are evident. There are children's books and games in other languages.
  - ~ In the classroom, labels in home languages and English are posted throughout the classroom to help teachers use words in each child's language when discussing a topic and help student's see the connection between their home language and English.
  - ~ During read aloud time, teachers use realia that corresponds to new vocabulary. For example, if the teacher discusses modes of transportation such as a car, train, boat or bus. The teacher would use miniature objects to indicate such. Teachers also use gestures, voice changes, and facial expressions while speaking. Teachers assign language partnerships, pairing two children who speak the same home language so the child who is more proficient in English can assist their partner to understand and share in the discussion or activity.
7. 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?

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

Our ESL Program is monitored for effectiveness through formal and informal observations conducted through the TeachBoost and Advance systems aligned to the DOE New Teacher Evaluation process. Program evaluation also is analyzed by a review of student work, review of teacher made assessments, interim assessments and formal assessments (NYS ELA, Mathematics, Pre, Mid and Post Assessments, Unit tests, chapter tests, end of the unit tests, NYSESLAT, NYSITELL and TCWRP Assessments).

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Public School 117 is located in Briarwood, Queens with a population of approximately 1,035 of which 11.11% or 115 students have been identified as English Language Learners. During the registration process, office personnel contact the ESL Coordinator or the other certified ESL teacher on staff, 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:

~ Two fully certified ESL teachers

~ Both 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 only

All new admits to our school are provided with a Home Language Identification Survey, HLIS. Within 10 days of registration, potential English Language Learners are administered the NYSITELL to determine eligibility to receive ESL services as indicated by the level of proficiency on the NYSITELL. When ELL entitlement is confirmed, parents/guardians are invited to watch the Parent Orientation video. Parents are notified of their children's placement based on a parent survey and choice.

All Spanish-speaking new admits who score at or below the cut scores on the NYSITELL, 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, Administration, Testing Coordinators and ESL teachers print and cross reference the RLER report. All four components of the test are administered by certified ESL teachers. Administration of the test is 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 on dates which take place during the test administration period.

-English Language Learners with disabilities are provided with testing accommodations specified in their IEP or 504 Plan, with two exceptions: 1. The Reading subtest may not be read to any student and on the Writing subtest. 2. Students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing and/or punctuation.

-The school provides CD players for administering the Listening subtest to students .

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.

Within 10 days of ESL entitlement verification, parents and guardians of newly enrolled ELLs receive entitlement letters (Appendix C) in English and in their native language. Parents are invited and encouraged through verbal and written correspondence in the form of letters and telephone calls to participate in an on site orientation. Copies of letters and attachments are filed in ESL Data binders located in the classrooms of ESL teachers for review when needed. At the parent orientation, our ESL Coordinator greets parents and provides an agenda and sign-in sheet to participants for the orientation. A video is shown on the following available programs - Transitional Bilingual, TBE, Dual Language and Freestanding ESL. Our ESL Coordinator and other bilingual and multilingual staff members are available to discuss assessments, expectations for children and to respond to questions about the questionnaire. Participants are provided with an informational brochure titled "The Guide for Parents" in their home language. Parent and 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. Based on parent choice, the children are placed in the desired program. The process stated above is ongoing throughout the year when new students are admitted to the school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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.

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. Parents choose the program during parent orientation or by filling out Appendix D – The Program Selection Form. The parent orientation survey and program selection forms are provided in English as well as the native/home language. During the program selection process, school personnel who speak the parent's native language(s) are available to assist to ensure communication takes place. In alignment with CR Part 154, our school goal endeavors to ensure that ELLs acquire and develop English language skills while meeting grade level standards in all content areas. Based on the NYSITELL assessment, placement letters in English and the Home Language are sent home. Copies of all correspondence are placed alphabetically in ESL Data binders and stored securely in the ESL department. Based on the results of the NYSESLAT, continued entitlement letters are sent home in English and the Home Language. Copies of these correspondence are also located in ESL Data binders.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to administer the section of the New York State English as a Second Language Achievement Test are as follows: Listening, Reading, and Writing Subtests:

-Students in Grades K–2 will mark their answers in their test booklets. ESL teachers transcribe the student responses onto the machine-scannable answer sheets exactly as the students recorded them in test booklets.

-Students in Grades 3–5 record their answers to multiple-choice questions on separate machine-scannable answer sheets.

Speaking:

-As per new state Speaking subtest scoring, Speaking subtests are scored by a teacher who is not the student's teacher of ESL or ELA. During test administration, we assign a teacher who is not the student's teacher to administer and score the Speaking subtest.

In addition, to the aforementioned steps, ATS reports, RLAT and RLER, are cross referenced to ensure all ELLs are identified in order to administer all sections of the New York State English as a Second Language Achievement Test.

6. 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.) 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. 

After careful review of Parent Survey and Program Selection forms, 28 forms were reviewed. Out of 28 forms, 26 forms indicated Free Standing ESL, 2 indicated Bilingual. Therefore, the trend in program choice selected by parents is Free Standing ESL.

While parents are made aware of the various ESL programs offered, the Program Model offered at our school aligns to parent requests. Parents requesting Bilingual services were provided with information on schools offering Bilingual programs.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

P.S. 117 provides English as a Second Language services to mandated English Language Learners through the Freestanding ESL Pull-out model in Grades K through 5. Students are pulled out of class during Literacy and receive Literacy instruction from their ESL teacher. Students of proficiency levels Beginner and Intermediate are pulled out for ESL services four times a week by a certified ESL teacher. Advanced ESL students are pulled for ESL services two times a week also by a certified ESL teacher. Each class travels as a group once they are collected by the ESL teacher. The Beginner and Intermediate students are heterogeneously grouped by proficiency level. Advanced students are homogeneously grouped.

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)?

Advanced ELLs are provided with 90 minutes per day, two times per week of ESL instruction. Beginning and Intermediate ELL students are given 90 minutes per day, four times per week, totaling 360 minutes of ESL instruction. Instructional periods are based on the proficiency levels of the students and the NYS unit formula. ESL teachers and the ESL administrator plan an instructional program to ensure that the mandated number of days/minutes is provided. Attendance is taken and recorded each day for all ESL classes. ESL Teacher program cards are visible at all times and available for review.

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 foster language development and meet the demands of the Common Core Learning Standards.

Through a pull out model, ELA instruction, is given by state certified ESL teachers. ESL teachers “pull-out” students for the required number of instructional minutes as per CR Part 154. Differentiation and small group scaffolding for English Language Learners fosters a safe environment for academic growth, English acquisition and language exploration through the Ready Gen Curriculum. In addition, ESL teachers utilize a wide range of print, visual and digital resources designed for developing English proficiency and language skills. Literacy instruction is provided through the use of Ready Gen. Reading and Writing instruction is delivered daily during a 90 minute instructional block. Read Aloud, grammar instruction and word work are part of literacy instruction. Students learn, experience and explore language through themes based on the various genres – fantasy; folktales and fairy tales; realistic fiction, historical fiction and non-fiction.

By the classroom teacher, 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, Smart Board technology, Elmos and a spiraling of math lessons using the Go Math Curriculum. Strategies for solving math word problems are also an integral part of daily math lessons and instruction. Classroom teachers provide support by pairing ELLs with native English language speakers.

Our Social Studies teacher, also a fully certified ELL teacher, implements ESL strategies during Social Studies instruction. SS lessons are modified using Universal Design for Learning to provide multiple entry points for instruction in SS.

ELLs are provided with glossaries for assistance in content areas of Science, Math and Social Studies during classroom instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students are provided with translated State tests as needed. Students who require a translator are provided with one during NY State tests. Glossaries are also provided.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL Teachers provide students with literacy instruction in the four modalities as evidenced by modified daily lesson plans, unit plans and curriculum maps. Teachers are required to indicate ESL strategies and accommodations in each lesson. Teacher made

tests, one to one conference notes, strategy lesson and small group lessons are documented and evaluate all modalities. Pre, mid and post performance tasks in each reading unit assess and evaluate English acquisition and enable ESL pull out and teachers of ELLs to develop next steps for instruction.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our SIFE and Newcomers are provided with additional ESL services through our Extended Day and Title III After School Programs. By providing additional instructional periods through our Extended Day Program and After School program, ELLs who are required to take the NYS ELA achieve success in literacy in preparation for the NYS tests. All teachers of ELLs and former ELLs differentiate instruction according to individual student strengths and needs, within strategy groups, small groups and one on one conferencing. ELL students are included in the 75 minute Extended Day 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 differentiate instruction according to individual student’s strengths and needs. These ELL students are included in the 75 minute Extended Day Program, two days a week, for additional support in literacy and mathematics. In addition, our Title 111 After School Program for grades 2 through 5 provides additional language acquisition support to our ELL population.

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

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 ESL and Special Education classrooms, the Ready Gen Curriculum is implemented. Students are provided with mentor texts to enhance their rate of literacy and reading comprehension. Teachers engage students in mini-lessons, small group, strategy lessons, individual conferences, shared reading and writing lessons to bridge gaps in academic achievement. In content areas, teachers utilize an array of strategies to facilitate learning for all populations. Some strategies implemented include slower speech, closed caption technology, Smart Boards, Elmos, computer programs such Star Fall and Story Nory, visual literacy, graphic organizers, charts, graphs, video, hands-on activities, wait time, consistent routines and clear, procedural steps.

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

To meet the needs of diverse ELL students in less restrictive environments, we utilize the Ready Gen Curriculum in SWD classrooms. Foundations and the Wilson Program is provided by pull out 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. ESL teachers 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 standards/grade level during Extended Day and during ELL after school programs.

### 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: |                            |                    |                            |

### 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

|                 |  |  |  |  |
|-----------------|--|--|--|--|
| Social Studies: |  |  |  |  |
| Math:           |  |  |  |  |
| Science:        |  |  |  |  |
|                 |  |  |  |  |
|                 |  |  |  |  |
|                 |  |  |  |  |
|                 |  |  |  |  |

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

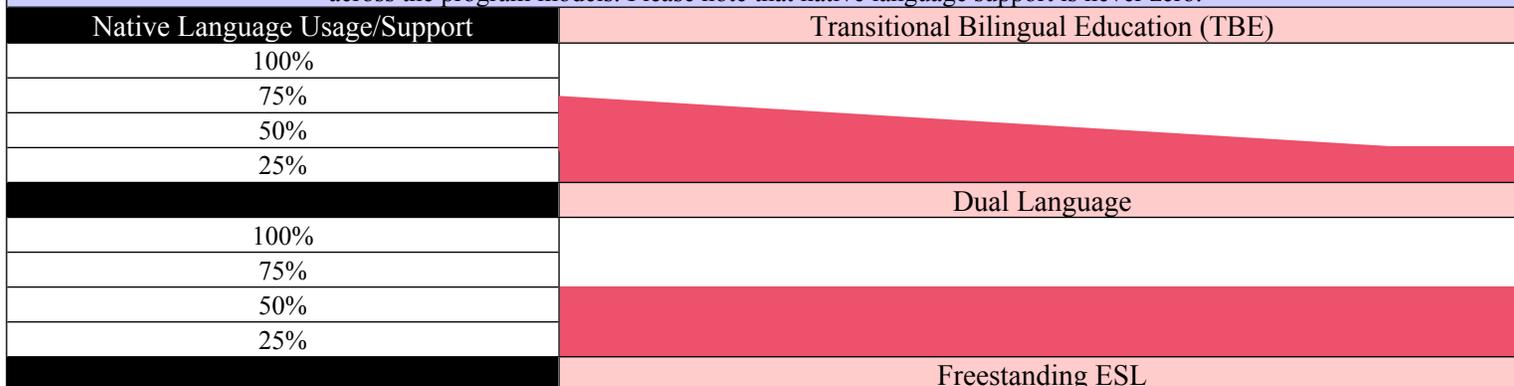
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| 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

9. 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.
- Throughout the school year, ELLs attend Extended Day and Afterschool programs as a form of intervention. These interventions are offered in English with native language support through partnerships, cultural books and a classroom environment supporting second language acquisition.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- For the 2013-2014 academic school year, we are using the Ready Gen curriculum. At this time we have no statistical data to provide on the program's effectiveness. In past school years, we have utilized Teacher's College Reading and Writing Curriculum. We found a Balanced Literacy Workshop Model to be effective. ELL students displayed struggles with literacy in the area of vocabulary development and reading comprehension.
11. What new programs or improvements will be considered for the upcoming school year?
- For the 2013-2014, a new program titled Ready Gen will be utilized. As a part of the Title III program, we will extend our program to grade 2, in order to target lower grade ELLs for early intervention for English acquisition.
12. What programs/services for ELLs will be discontinued and why?
- At this time, no ESL programs are or will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Current and former English Language Learners are afforded equal access to all school curriculums, programs and facilities. The school policy is to provide equity in all instructional and extracurricular activities during and after the normal school day through Universal Design for Learning, UDL, and best teaching practices.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials include the use of Smart Board technology, Elmos, Lap tops and iMac computers. Classrooms have a SmartBoard which is used interactively by the teacher and students. Literacy instruction on the SmartBoard often involves the use of the Internet to provide rich, visual supports around various literacy genres in the form of ebooks. Students are able to utilize iMac computers and lap top technology to engage in research based work for content areas and word processing programs to develop computer literacy skills. Instructional materials also include teacher created charts that are displayed around the classroom and used as instructional tools and points of reference as students work independently. Elmos are used to display problems and enable students to show their work.
- Content area materials include those that are used within the Ready Gen Curriculum such as read aloud books, mentor texts, sleuth books and reading and writer's journals. 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In each classroom there is a cultural mixture of students. The language used for ESL instruction is English, however, students who are able to read in their first language are provided with chapter and picture books to support native language to ensure a smooth language transition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Upon enrollment, according to DOE regulations, students are placed in a grade appropriate classroom based on their age. Students at beginning levels of English proficiency are provided with content area material on two distinct levels. Material is provided at an instructional level to challenge students to meet and exceed standards for the grade and at a level which is described as a "just right level" where students are reading comfortably with minimal vocabulary and comprehension challenges.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- At the present time, there are no activities to assist newly enrolled ELL students before the beginning of the school year due to teacher contractual guidelines, however, pending funding availability, ESL teachers reach out to families via telephone to introduce themselves to new families and to invite parents to come to school to become acquainted with ESL staff and procedures

prior to the start of the school year.

18. What language electives are offered to ELLs?

No language electives are offered to Ells.

19. For schools with dual language programs:

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

Question 19 NA

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Questions 1 and 2:

Professional development will be provided during faculty conferences, grade conferences, Inquiry Team Meetings and Professional Activity periods. Teachers of ESL students will attend off site Professional development by Ready Gen facilitators. In addition, ESL pull out teachers and classroom Ell teachers will continue to attend professional development offered by the Department of Education's Office of English Language Learners and CFN 209 Network Staff. Assistant Principals will continue to attend workshops pertaining to ELL policies, procedures and best instructional practices to turn key pertinent information on Ells to all instructional staff.

Question 3

Our Guidance Counselor and Administration assists in ensuring that our graduates make a smooth transition from Elementary to Middle School. Our Guidance Counselor attends Professional Development workshops that provide critical information regarding support for students during that phase. Our Guidance Counselor, Administration and classroom teachers, accompany our prospective graduates on tours at the zoned middle school to assist them in completing middle school applications and provide support for parents during middle school choice process.

Question 4

As per Jose P., professional development for general education teachers will be conducted by TC Staff Deevlopers during study group sessions and P.S. 117 Administration to meet the required minimum 7.5 hours of ELL training. Professional Development provided by Administration takes place during monthly grade conferences, faculty conferences, weekly Inquiry Team meetings and weekly Professional Activity meetings. Agendas, sign in sheets and minutes are stored in binders as a part of our school's Professional Development Plan.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

### Question 1

Parents at P.S. 117 play an integral part in the academic and social of students. The parents and families of our ELL students at our school are invited to and attend school functions such as Parent-Teacher Association meetings, parent workshops on literacy, mathematics, NYS testing, and Study Island. Our Parent Coordinator also holds parent workshops on a monthly basis which are designed to provide parents with information to support their children at home. Workshops have also been organized by our school Guidance Counselor. Guidance Counselor led workshops include, Middle School Choice, Parenting Skills and Homework Help.

Our ESL Assistant Principal and ESL Coordinator provide ongoing ELL Parent Workshops on reading and mathematics strategies to assist their children. The workshops offered will be combined with those presented by our Parent Coordinator, PC. Workshops for ELL parents will take place in the mornings and evenings to accommodate schedules.

### Question 2

There are currently no partnerships with other agencies or CBOs at this time. However, we do suggest to parents and offer information on workshops held by CFN 209 staff and Department of Education workshops for ELL parents.

### Question 3

Our Parent Coordinator and School Administration evaluate parent needs through their responses on surveys and post-workshop evaluations. In addition to surveys and post-workshop evaluations, parents are also active members of the School Leadership Team, SLT, where parents act as representatives of the P.S. 117 parent body. Our PC also regularly communicates with parents through phone calls and written correspondence. School correspondence with parents is sent in their home language. Our Parent Coordinator works closely with the classroom teachers and evaluates parent feedback. 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 Houses and PTA meetings, classroom teachers are directly accessible to parents. Our monthly “Coffee and Conversations with the Principal” allows parents to ask clarifying questions and offer input to administrators on school issues and concerns. As a school, we distribute a Home-School Connection and Stay Connected newsletter to parents in order to communicate the monthly Reading, Writing, Math, Social Studies and Science curriculum being taught in class along with school wide updates. We also send home a monthly calendar indicating the date/time of parent workshops and school related events.

## **E. 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.

Public School 117 consists of a population of approximately 1,035 of which 115 students have been identified as English Language Learners. During the registration process, office personnel contact the ESL Coordinator to use the 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 when necessary.

All new admits to our school are provided with a Home Language Identification Survey, HLIS. Within 10 days of registration, potential English Language Learners are administered the NYSITELL to determine eligibility to receive ESL services as indicated by the level of proficiency on the NYSITELL. When ELL entitlement is confirmed, parents/guardians are invited to watch the Parent Orientation video. Parents are notified of their children's placement based on a parent survey and choice.

In order to identify interpretation and written translation needs of parents in an appropriate and timely fashion we use the Home Language Identification Survey, HLIS, as a tool to obtain the primary language of parents. In addition to the HLIS, we also use the RPOB report to determine primary languages in an effort to provide parents with important school information in a language they can understand. Based on the RPOB report, HLIS results, parent meetings, feedback from instructional staff and office secretaries we discovered that other than English, our school community requires written translation and interpretation needs in Spanish, Arabic, Bengali, Russian, Urdu, Haitian Creole and Albanian.

An assessment of our school's written translation and oral interpretation needs indicate that parents who are new to the United States or left and returned required translation and interpretation of school information on the registration process, student academic performance, safety, conduct and special education and related services. The findings of written translation and oral interpretation needs are reported to the school community through interactions with families by a Bilingual Parent Coordinator during parent meetings and newsletters, a Home/School Connection and Stay Connected newsletters sent by the school building Principal, by ESL teachers during Parent Workshops, during Parent-Teacher Meetings, and School Leadership Team meetings.

To provide translated 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 using the Department of Education's Translation and Interpretation Unit, school staff members translate when necessary. In the event that the Department of Education's Translation and Interpretation Unit or staff members are unable to translate, P.S. 117 provides parents with an alternative for translation in the form of an English document that will outline how a parent can request free translation or interpretation of documents.

## **Part VI: LAP Assurances**

**School Name: PS 117Queens Joyce Keld Briar**

**School DBN: 28/117**

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT)             | Title                | Signature | Date (mm/dd/yy) |
|--------------------------|----------------------|-----------|-----------------|
| Paula Cunningham         | Principal            |           | 11/27/13        |
| Tara Malagoli            | Assistant Principal  |           | 11/27/13        |
| Kimberly Estevez-Ramirez | Parent Coordinator   |           | 11/27/13        |
| E. Aaron                 | ESL Teacher          |           | 11/27/13        |
| Lillian Robert           | Parent               |           | 11/27/13        |
| E. Budhram               | Teacher/Subject Area |           | 11/27/13        |
|                          | Teacher/Subject Area |           | 11/27/13        |
| NA                       | Coach                |           | NA              |
| NA                       | Coach                |           | NA              |
| Terri Elias              | Guidance Counselor   |           | 11/27/13        |
| Marlene Wilks            | Network Leader       |           | 11/27/13        |
|                          | Other                |           |                 |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 28Q117 School Name: 117

Cluster: 2 Network: 209

**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**

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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 identify interpretation and written translation needs of parents in an appropriate and timely fashion we use the Home Language Identification Survey, HLIS, as a tool to obtain the primary language of parents. In addition to the HLIS, we also use the RPOB report to determine primary languages in an effort to provide parents with important school information in a language they can understand. Based on the RPOB report, HLIS results, parent meetings, feedback from instructional staff and office secretaries we discovered that other than English, our school community requires written translation and interpretation needs in Spanish, Arabic, Bengali, Russian, Urdu, Haitian Creole and Albanian.

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 or left and returned required translation and interpretation of school information on the registration process, student academic performance, safety, conduct and special education and related services. The findings of written translation and oral interpretation needs are reported to the school community through interactions with families by a Bilingual Parent Coordinator during parent meetings and newsletters, a Home/School Connection and Stay Connected newsletters sent by the school building Principal, by ESL teachers during Parent Workshops, during Parent-Teacher Meetings, and School Leadership Team meetings.

## Part B: Strategies and Activities

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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.

To provide translated 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 using the Department of Education's Translation and Interpretation Unit, school staff members translate when necessary. In the event that the Department of Education's Translation and Interpretation Unit or staff members are unable to translate, P.S. 117 provides parents with an alternative for translation in the form of an English document that will outline how a parent can request free translation or interpretation of 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 bilingual school staff 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, Urdu, Haitian Creole, Albanian and Russian for school newsletters and notices, Parent Coordinator newsletters, and notification of special events occurring in the school community. To ensure oral translations are provided to parents, staff members and volunteer parents will be present during student registration and admission, ESL parent orientation workshops and meetings with school building administrators.

## 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)<br><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<br><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<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 |   |