

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

05M129

School Name:

JOHN H. FINLEY CAMPUS SCHOOL

Principal:

ODELPHIA H. PIERRE

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: John H. Finley Campus School School Number (DBN): 05M129
School Type: Elementary and Middle Grades Served: Pre-K – 8th
School Address: 425 W.130th Street, NY, NY 10027
Phone Number: 212-690-5932 Fax: 212-690-5934
School Contact Person: _____ Email Address: _____
Principal: Odelphia H. Pierre
UFT Chapter Leader: I.J. Gee-Waithaka
Parents' Association President: Salina Cassanova
SLT Chairperson: _____
Student Representative(s): N/A

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 W123rd New York, NY 10027
Superintendent's Email Address: _____
Phone Number: 212-769-7500 ext. 236 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Anita Vazquez Batisti
Network Number: 551 Network Leader: Marge Struck

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Odelphia H. Pierre	*Principal or Designee	
I.J. Gee-Waithaka	*UFT Chapter Leader or Designee	
Salina Cassanova	*PA/PTA President or Designated Co-President	
Barclay Edwards	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	
William Dotson	Member/ Parent	
Kimberly Montell-Bell	Member/ Parent	
Carole Sanon	Member/Teacher	
Marguerite Teal	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The John H. Finley Campus School PS/MS 129 is a community school in central Harlem, housing roughly 500 students of diverse backgrounds. The school comprises of 2% Asian, 43% African American, 50% Hispanic, and 2% White students. The school offers a variety of special programs and community partnerships that support the development and improvement of the school ... such as The Harlem YMCA, The Harlem Commonwealth Council, Junior Achievement, The H.A.P.P.I. Program, Columbia University, City College of New York, The Migdol Corporation, Central Park Conservancy, Riverside Drive Fund Conservancy, Morningside Alliance Corporation, Asphalt Green, Ballet Tech, The Greater Harlem Nursing Home, Amsterdam Nursing Home and The Harmony Music Program. The school's Title I population is 86% and 64% free or reduced lunch eligibility. The diversity from our student population is also similar to the composition of staff members. Teachers working with fewer than three years teaching experience are 10% and receive additional professional development and support from the Cluster 5/Children's First Network 551. Students of PS/MS 129 John H. Finley take an active role in much of the decision-making that occurs in the school. Students play an integral role in selecting programs for enrichment, extra-curricular activities like Staff vs. Student tournaments, and facilitating the student government cabinet. Both the Harlem Y and HCC Afterschool Programs allow children to participate in Homework help and team-building activities. Another promising aspect of John H. Finley is the Parent Leadership Academy operated by the Parent Coordinator. Monthly seminars are held to educate parents on the current trends of curriculum, Common Core Learning Standards and educational policies. The Parent Academy establishes high expectations for parents and depicts them as key partners in student achievement.

Mission Statement

At the John H. Finley Campus School, we believe that all children are entitled to a high quality education. We are committed to developing a child-centered environment and instructional program, which will result in a community of critical thinkers and lifelong learners. With the collaborative efforts of parents, faculty, students, and community, we will empower our students to become responsible, productive and enlightened individual. We will collectively hold ourselves accountable to ensure the following:

- The Common Core State Standards will be utilized to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do in order to ensure academic success.
- Instructional programs will be developed to fully prepare our students for college, careers and beyond, to compete successfully in the global economy.
- Use of current and relevant student data will inform and drive standard based instructional practice.
- All students are expected to reach high standards of proficiency- with 90% of our students at achievement levels 3 and above in reading and mathematics standardized tests.
- Instructional programs will provide an environment whereby literacy will be infused in all subject areas (social studies, science, mathematics, technology and the arts).
- Emphasis will be paced on alignment of curriculum and assessment, in order to increase the level of student thinking and engagement to ensure that students attain grade level performance.
- Administration, staff, parents, and community stake holders are involved in a collaborative decision making process.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>Based on 2014 QR Indicator 1.1 we must ensure that all students engage in high quality, rigorous and coherent instruction in all content areas and disciplines that is accessible to all learners and aligned to Common Core Learning Standards. Currently the school uses the NYC suggested curriculum programs of Ready Gen and Code X for Literacy related content and Go Math! and CMP3 for mathematics. Teachers will develop tasks and rubrics that are Common Core aligned and challenging for all learners in all content areas and across all grades. Curriculum maps will be utilized and updated as necessary and include essential questions. Differentiated instruction and on-going conferencing with students will be conducted and provide learners with feedback to meet the needs of all learners. Teachers will be providing feedback to students via progress reports, individual conferencing and conference articulation note to teachers, implemented across all grades to ensure even practices across classrooms. Teachers inform instruction using Danielson Framework and depth of knowledge levels.</p>	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 100% of teachers will prepare differentiated, rigorous tasks and learning objectives that are common core aligned resulting in an increase of at least 5% of students moving from level 1 to level 2 on the NYS 2015 ELA and Mathematics assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers develop open-ended questioning tasks and assessments where students think deeply and reason.	All teachers	December 2014 – June 2015	O. Pierre, Prin. R. Johnson, AP A. Story AP

Teachers utilize data to guide instruction and group students according to team and class levels	All teachers	September 2014- June 2015	O. Pierre, Prin. R. Johnson, AP Story, AP
Teachers conduct professional development training to address and support the implementation of CCLS curriculum and the use of Danielson’s Framework, Depth of Knowledge as well as individual teacher needs. Teachers will evaluate the curriculum and materials to determine what changes need to be made to make activities/tasks rigorous for students.	All teachers	September 2014- June 2015	Fordham Network, O. Pierre, Prin. R. Johnson, AP A. Story AP
Teachers implement research-based programs already aligned to the common core such as: ReadyGen, Code X, GoMath! and CMP3	All teachers	September 2014- June 2015	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common Preps (schedule adjustment), Professional Development 1 x per week (Mondays), Professional Development from sources and ARIS Professional Videos

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Reading and Math assessments will be administered in December 2014 and February 2015 to				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
The priority need(s) identified for this goal are the following:	
<ul style="list-style-type: none"> • Student performance trends reveal a need for students to focus on literacy, specifically reading comprehension and independent writing across contents and all grade levels. • According to the results of the Quality Review our focus is to develop from a coherent set of beliefs about how students learn best that is inform by the instructional shifts and the Danielson Framework for Teaching. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, students (including Students with Disabilities, English Language Learners and Students in Temporary Housing) will receive instruction aligned to the common Core and instructional shifts in the Danielson Framework for Teaching which will result in at least a 5% increase in literacy with students feeling safe, supported, and challenged by their teachers and peers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Implement Project Pupil and Skoolboo (two technology tutorial programs) which will provide unlimited private instructional support for students in the school and at home.	All students	Sept. 2014- June 2015	O. Pierre, R. Johnson, & A. Story
Establish and implement a protocol for process inquiry work with students during Professional Development times and common planning meeting times.	All students	December 2014- June 2015	Fordham Network Liaisons, R. Johnson, & A. Story
Teachers will utilize “Response To Intervention” strategies that help improve student achievement.	All teachers	January 2015 –June 2015	R. Johnson, A. Story, O. Fleicher, J. Wardlow
Conduct ongoing Parent Workshops in the Parent Leadership Academy	Parents	Sept. 2015- June 2015	G. Rowell, O. Pierre, R. Johnson,

			A. Story, A. Gaul
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common planning periods, Parent handouts, RTI professional development, and test prep materials.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

- Download MOSL results for teachers to analyze by December 2014.
- Parent survey to be administered in Spring 2015.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on our 2014 Quality Review, the following areas are in need of improvement :

4.2 Engage in structured professional collaborations on team using an inquiry approach that promotes shared leadership and focuses on improved students learning.

- We need to work on developing more coherent and cohesive teacher teams so that practices are cohesive across all content areas.
- Formal Protocol for Professional Learning Community to review student errors from assessments and use that data to address student weaknesses through teacher-directed, RTI strategies
- This process will include: agendas, foci, and current Response to Intervention.
- Use data from State assessments to inform planning and instruction; understand item and skills analysis and establish a process of inquiry.
- Delivery of Instruction will be based on NYS CCSS assessment data and MOSL results.
- Accessibility to data will be provided to all staff and teachers.
- Teachers will plan horizontally and vertically to ensure cohesive instruction.
- Teachers will differentiate instruction and student groupings according to NYSCCSS assessments, teacher generated test, unit test/quizzes, and MOSL skill/needs as they shift unit from unit.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will participate in Collaborative Professional Learning Communities which will serve the needs of their students. School teams will work together and prioritize instructional practices which will have a strong positive impact on student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Establish a formal protocol for process inquiry work amongst teacher teams and professional learning committees.	All teachers	Sept. 2014- June 2015	Fordham Network, O. Pierre, Prin. R. Johnson, AP

			A. Story AP
Use questions which dig deeper with students such as the ones provided in The Depth of Knowledge.	All teachers	Jan.2015- June 2015	R. Johnson, A. Story, J. Wardlow, and Grade Lead teachers
Teachers will participate in a series of strategies for teaching ELLs to inform instruction and provide scaffolding for ELLs in all grades and classrooms including sharing best practices to work with ELLs and SWD.	All teachers	Sept. 2014- June 2015	R. Vargas, Fordham Network
Teachers will explicitly state learning objectives and outcomes in all content areas teachers; mapping out a scope and sequence using a principle developed template that includes content, skills, end of unit tasks, additional resources, and CCSS.	All teachers	January 2015- March 2015	Fordham Network, R. Johnson, A. Story, Grade level Lead teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Technology for delivering weekly PD on Mondays. Formulate RTI team and professional development – in-house staff, cluster teachers, Instructional leaders from Fordham Network.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Teacher leaders will administer weekly test and use inquiry approach to analyze student weaknesses. Teachers will meet with Fordham Network Instructional Coaches and view videos and articles that demonstrate best practices in student achievement.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

School leaders consistently communicate high expectations and other elements of the Danielson Framework for Teaching to the entire staff and provide training for the staff with a system of accountability for those expectations. School leaders continue to communicate the expectations that are connected to a path to college and career readiness and offer on-going feedback to help families understand student progress towards those expectations.

- Schools Leaders will support the development of the teachers with effective feedback and next steps from frequent cycles of classroom observations and analysis of student work/ data that are actionable, time-bound and prioritized.
- Teachers need to consistently provide on-going feedback to student and track data for instructional refinement.
- Teachers need to examine student achievement data to identify trends and sub-group needs in order to apply strategic curricular and instructional adjustments across classrooms and grades.
- Teachers will develop rigorous opportunities to increase academic achievement to boost high order thinking and align tasks to CCLS.
- School leaders will generate a principle conference meeting template for teacher teams and PLCs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teacher teams and staff will provide on-going detailed feedback to all students and guidance that supports students for the next level of learning and experience. Additionally, 100% of teachers will adopt the common belief of the school and what is held dear to the school and expected to see in all classrooms.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Teachers and staff will attend at least 3 professional development opportunities that offered through DOE or Fordham Network PSO to	All teachers and staff	Jan. 2015- June 2015	Fordham Network, O. Pierre, R.

build strong teams and develop leadership capacity among staff with shared responsibilities.			Johnson, A. Story
School leaders will conduct on-going observations and formalize inquiry team meeting to make them more ritualized. School leaders will stimulate and retain high performers and provide mentors to teachers new to the profession.	All teachers	Jan. 2015- June 2015	Fordham Network, O. Pierre, R. Johnson, A. Story
School leaders will provide teacher supports and training by way of meaningful PDs in order to improve instructional practices and programs that can be used to improve student performance in Literacy focusing on writing across all content areas and grades; increasing the use of technology to motivate and engage students (ie. Keyboarding skills).	All Teachers	Sept. 2014- June 2015	Fordham Network: Marge Struck, Zulma Candelario, Nicole Theo, Agnes Martinez, Alejandro Caycedo, District Coach: Major Fareed, O. Pierre, R. Johnson, A. Story
School leaders will invite parents to visit the school and children's classroom for Tea with the Principal monthly and to participate in Common Core Lessons in both ELA and Math conducted by staff.	All Parents	Jan. 2015- June 2015	O. Pierre, G. Rowell

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use free online typing teaching lessons such as typing.com with the Technology lab teacher, Provide substitute coverage for teachers going to external PDs, Fordham Network Instructional Coaches, District, conduct one-on-one conferences with teachers and staff.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Administer parent surveys on visits to the classrooms, describing what they learned and noticed about the curriculum their child is learning. Provide feedback form to all staff and teachers attending PDs that demonstrate the effectiveness of the presentation.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We pride ourselves in supporting families and communicating high expectations for all families by way of emailing, sending newsletters, brochures, phone calls using The School Messenger System, and Parent Teacher Conferences. We communicate to our families that all students can achieve at high levels. Through the school-home connection, a clear vision of goals for high student achievement is articulated to families. The entire school community is held accountable for student learning and achievement. School leaders strategically align behaviors with stated values and goals to drive required change. School leaders develop strategic plans with effective solutions which are adapted appropriately to the situation, audience, and needs. One of the schools’ strengths is the school leader’s ability to influence others to achieve results with on-going feedback and builds on stronger relationships based on mutual respect and trust. All constituents are committed to on-going learning. School leaders and teachers demonstrate emotional fortitude and perseveres in the face of obstacles.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of parents will participated in articulation with teachers as documented by progress reports, report cards, Parent-Teacher Conference sign in sheets, telephone conversations, newsletters and individual meetings as needed throughout the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Progress Reports and newsletters will be generated and sent home to families	Parents	Sept. 2014- June 2015	R. Johnson, A. Story, M. Luna
PTA meetings will be held monthly.	Parents	Sept. 2014- June 2015	O. Pierre, S. Cassanova, G. Rowell,

Parent Leadership Academy will be conducted to empower and inform families of curricular and structural shifts in the community, such as CCLS.	Parents	Sept. 2014- June 2015	O. Pierre, S. Cassanova, G. Rowell,
Monthly phone calls will be made to articulate celebrations and areas of focus for learners.	Parents	Sept. 2014- June 2105	All teachers, O. Pierre, R. Johnson, A. Story

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Attendance sheets to be collected at each session, agendas with foci, and Parent Leadership Academy educational consultant, A. Gaul to provide sessions.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ol style="list-style-type: none"> 1. Spring 2014 State Assessments 2. Teacher referrals 3. MOSL exams 4. Parent Referral 5. ReadyGen and Code X Unit Assessments 	<ul style="list-style-type: none"> -Differentiated readings -Accelerated Reader Program increases literacy level of each student via comprehension tests which students take on the computer. This individualized computer based customizes tests for each student. -SAM (Scholastic Assessment Management/Reading) -SMI (Scholastic Mathematics Intervention) 	<ol style="list-style-type: none"> 1. Small group 2. Whole group 3. SETSS 4. Technology tutorials (one-to-one) 	During the school day
Mathematics	<ol style="list-style-type: none"> 1. Spring 2014 State Assessments 2. Teacher referrals 3. MOSL exams 4. Parent Referral 5. Go Math and CMP3 Unit Assessments 	<p>Small Group instruction provided by SETSS teacher.</p> <p>Small group instruction provided by classroom teachers during extended day program. Use of Math Journals, Math manipulatives and Technology via "Think Center" in the Go Math and CMP3 Programs ,</p>	One-on-one tutoring-Tier I, II & III activities, teacher guides lessons	During the school day
Science	Glen Coe Fosse Science Assessments Kits	<ol style="list-style-type: none"> 1. Repeated readings 2. Interactive writings 3. Whole class with small group strategy lessons 4. Lab activities 	Small group differentiated instruction based on Science assessments	During the school day
Social Studies	Houghton Mifflin Harcourt Holt McDougal- (Middle School Division)	<ol style="list-style-type: none"> 1. Repeated readings 2. Interactive writings 3. Whole class with small group strategy lessons 4. Lab activities 	Small group differentiated	During the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Community outreach referrals to psychiatric facilities evaluations & treatment. 2. Mandated counseling services provided by guidance counselor with respect to referrals 3. Peer mediation on topics such as: bullying, good touch/bad touch, and social skill.	1. Repeated readings 2. Interactive writings 3. Whole class with small group strategy lessons 4. Lab activities	Small Group and one on one sessions	During the school day
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The strategies and activities that are done to ensure staff is highly qualified (including strategies for recruitment, retention and assignments are:</p> <ol style="list-style-type: none"> 1. Implement professional development which impacts teacher's ability to access, read and understand student data from multiple sources to ultimately help set student learning goals, monitor and modify instruction. 2. Provide ongoing feedback from observations/daily walkthroughs using Danielson Framework for teaching to improve teacher pedagogy 3. Structured and monitored teacher inter-visitations between teachers/other schools to observe teacher practice and rigorous tasks which will positively impact student achievement 4. Offer teachers multiple opportunities to attend workshops sponsored by DOE and the Fordham Network 5. Development PD Plans which reflect teacher's professional needs (based on a professional development survey administered at the beginning of the year). 6. Introduce new ways to motivate students and provide challenging rigorous tasks.

2b. 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).
<p>The strategies and activities for highly quality professional development for teachers, principals, and paraprofessionals and staff that enables all students to meet Common Core State Standards (CCSS) are the following:</p> <p>Professional Development offered on Mondays 2:20-3:40PM cover a plethora of topics which include:</p> <ul style="list-style-type: none"> • How to Develop, Implement and Evaluate Rigorous Curricula to Accelerate Learning for All Students (SWD's and ELL's). • Effective Instructional Strategies to Meet the Needs of Diverse Learners (Differentiation) • The Importance of Vocabulary Development • Kinvoled: An Attendance Tracking Program • Vocabulary Development • Project Pupil: A Technology Based Tutorial Program • Monthly Network Meetings for Principal • District 5 Principal's Institute (Monthly) • Distrust 5 Assistant Principals Institute (Monthly) • Aligning CCSS, Instructional Strategies and Assessment Tools

- How to Develop IEP's
- The Referral Process
- Response To Intervention
- SAM/SMI – Scholastic Tutorial Program (A Technology Based Program)

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The transition plans used to assist preschool children from early childhood programs to the elementary school program includes the following activities:

1. Joint PD for Pre-school teachers with Elementary School Staff
2. Parental Involvement Activities which include Parent Leadership Academy and PTA meetings
3. Workshops aligned to the curriculum
4. Articulation - Sharing of records/information with elementary school teachers
5. Early Intervention Services which academic and social intervention services

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The decision making process that teachers participated 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...

1. School leaders attended the Advance/MOSL professional development conference in the summer
2. MOSL committee was formulated in June 2014
3. Meeting was convened to set up meeting dates for school year 2014-2015
4. Environmental Rating Tool was used to assess early childhood learning

5. Classroom interactions between teachers and children were used to evaluate classroom organization, emotional and instructional support.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$41,196	X	Page 12
Title III, Part A	Federal	\$11,200	X	Page 12
Title III, Immigrant	Federal	\$7,913	X	Page 12
Tax Levy (FSF)	Local	\$2,839,619	X	Page 12

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 129M in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/MS 129M will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS/MS 129M in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: John H. Finley Campus School	DBN: 05M129
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

Our school, P.S.129M provides a Transitional Bilingual Education Program and a Freestanding ESL Program based on the results of the data gathered from The Parent Home Language Survey Forms. After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parents choices of programs. A consistent trend in our survey reveals that seventy (70%) of our lower grade parents of students entering Kindergarten or First Grade are more likely to select our English as a Second Language Education Program. The purpose of our Transitional Bilingual Education Program and Freestanding ESL Program is to focus on meeting the high standards set for English Language Learners not only in literacy, but also in mathematics, science, social studies, art and technology.

The Transitional Educational Model that we implement is conducted in the student's native language, Spanish, along with intensive English language skills to ELL students whose native language is not English. We presently have one Bilingual Special Education Bridge 7/8 Class. We also offer a total of five ESL classes serving grades K-8. We have five fully certified ESL/Bilingual Teachers: two (2) fully licensed certified bilingual teachers, two (2) fully licensed certified bilingual special education teachers and one (1) fully licensed certified ESL teacher in 2014-2015. Next year, we will also have two (2) fully licensed certified bilingual teachers, two (2) fully licensed certified bilingual special education teachers and one (1) fully certified ESL teacher for the 2015-2016 school year.

Our English Language Learners population consists of 11.60% of our total student population, 491. The total number of ELL students is fifty-seven (57). Our ELL students receive Freestanding ESL Services through the Push-in/Pull-out model according their beginning, intermediate and/or advanced levels. These students range from grades Kindergarten to Eighth Grade. We have seventeen (17) students at the beginning level, eighteen (18) in the intermediate level, and twenty two (22) in the advanced level. Out of the four literacy modalities: Listening, Speaking, Reading and Writing, our ELL students excel in acquisition of the Listening and Speaking modalities within the first three months of the school year. In the Bilingual Transitional Program and Freestanding ESL Program students have had the most difficulty in the reading and writing concentrations of the NYSESLAT. However, based on ESL Teacher assessments, ELL Interim Assessments, Accelerated Reader Program, and Teacher articulation, our

Part B: Direct Instruction Supplemental Program Information

students are becoming proficient in these modalities also.

The rationale for our Title III program is to further enhance our ELL’s language acquisition by developing all four modalities: listening, speaking, reading and writing. In addition, Title III funds will be used to improve teaching and learning in core subject areas, to support and to increase graduation rates among our ELLs students. Materials will be purchased from Santillana Intensive English, RosettaStone CDs and DVDs levels 1 through 5, Sylvan Learning Super Reading Success, and Attanasio and Associates, Getting reading for the NYSESLAT.

Title III funds will be used for an After School Program for our English Language Learners (ELLs) students in grades three through eight (3rd - 8th) to provide supplementary services. The students’ levels are beginner, intermediate, and advanced. Two licensed teachers, one bilingual teacher and one ESL teacher, will be hired to conduct these supplemental classes. Ms. Alexander, Bilingual Teacher, will offer the supplemental classes to ESL/Bilingual Students in grades 3,4, and 5. Mr. Vargas, ESL Teacher, will provide the supplemental classes to ESL/Bilingual Students in grades 6,7, and 8. The After School Program will comprise a group of 30 students. Each teacher will service a group of 15 students. The After School Program will focus on literacy, math and test taking strategies. This program will take place from the beginning of February 2015 to May 2015 twice a week (Wednesdays and Thursdays), for three hours from 2:30 p.m. to 5:30 p.m. This schedule will comply with the 60% used for direct instruction of the total allocation. This is the breakdown of the 60% (\$6,720) for direct instruction:

Teachers	Hours	Days	Rate	Total
2	3	22	(\$50.49 x 133hrs)	\$6,715.17

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:

We have had several professional development sessions for all teachers in which the focus was bilingual education and ESL services. Our school plans to continue providing teachers in-school and off-site workshops and training in ESL methodologies.

The rationale is to provide support to our staff to assist ELLs students as they transition from elementary to middle school and high school in many ways. Teachers receive training during commom

Part C: Professional Development

preps and conferences. They also are mentored by Mr. Vargas our ESL teacher, and our senior teachers who we consider to be experts educators. All professional developments are provided by the administration, outside professional agencies, and teachers of our school. In addition, we look for professional developments offered to teachers by the DOE and our Fordham University Network. So far, we plan to conduct the following Professional Development to our entire staff regarding ESL instruction and methodology following the NYS and NYC standards:

Assessment, Evaluation, and Placement of ELL students (September 2014)

ESL Methodologies and ESL instruction in the classroom (October 2014)

ESL Learning Standards (November 2014)

How to Plan Differentiated Instruction for the 4 Levels of English Literacy (December 2014)

Supporting Bilingual and ELL Needs For Standardized Tests and Beyond (March 2014)

Every time our school offers a professional development we create an agenda with a topic and the points that will be implemented on that session. We provide handouts that go along with the presentation. We take attendance that will be kept in the principal's office for future reference as part of our ESL/Bil. Program records.

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:

1) Parent Orientation Meetings in the Fall and in the Spring for the parents of newly arrived ELL students as well as regular ELL students (whether they require bilingual or ESL services). Parents will have the opportunity to ask questions regarding placement and ESL services. Topics discussed include information about the program and provide the opportunity to foster discussion about the programs and provide a space for parents to ask questions and share suggestions.

(2) Ongoing Scheduled Individual Parent Meetings between the ESL Teacher, regular classroom teacher,

Part D: Parental Engagement Activities

and parents. Scheduled meetings are either requested or scheduled on a regular basis by our school.

(3) Our Parent Leadership Academy which meets every Wednesday helps parents to navigate the Department of Education, in terms of available programs and activities offered to parents, such as ARIS Training, etc. The more knowledge the parents obtain or gain about the school system the more empowered they will become.

WORKSHOPS TOPICS

A) Policy and Procedures in School	October 09, 2014
B) Internet Safety	November 13, 2014
C) Family Fitness	December 11, 2014
D) Common Core Standards	January 8, 2014
E) Student Success in Test Taking	January 15, 2015
F) Outstanding Education Goals	February 04, 2015

(4) Translated Services are always provided at every meeting in Spanish as well as French, Haitian Creole and Arabic for parents who speak these languages.

(5) School Newsletter/Website – information regarding school activities is also disseminated in our School Newsletter/Website to keep parents updated on current events such as school plays, trips, assemblies and opportunities which may enhance their knowledge.

(6) Postings in the Main Lobby also provide another source of communication for our parents.

(7) Daily Informal Conversations take place everyday as children are welcomed in the morning and as they are dismissed in the afternoon.

(8) The ELL parents will be informed about the New York State standards, assessments, school expectations and general requirements that govern the Bilingual and ESL programs and the importance of parental involvement in the education of their children.

ELL parents will participate in:

- (1) In-house Assembly Programs (monthly)
- (2) Family Night (Spring)
- (3) Trips (monthly)
- (4) Parent-Teacher Conferences

Part D: Parental Engagement Activities

(5) Literacy Week Activities (ongoing)

(6) ESL Classes

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 129
School Name John H. Finley Campus School		

B. Language Allocation Policy Team Composition [i](#) 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 Odelphia H. Pierre	Assistant Principal Roxieann Johnson
Coach Beverly Cooke, Literacy	Coach N/A
ESL Teacher Ramon A. Vargas	Guidance Counselor Martha Mendez
Teacher/Subject Area M. Alexander, Bil. Teacher	Parent Emmanuel Sanchez
Teacher/Subject Area Dorila Diaz, Bil. Sp. Ed.	Parent Coordinator Gwendolyn Rowell
Related Service Provider Ada Muniz-Lee, Speech	Other M. Luna, Attendance Teacher
Network Leader(Only if working with the LAP team)	Other R. Comissiong, Resource Room

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	566	Total number of ELLs	65	ELLs as share of total student population (%)	11.48%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): N/A

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	1	1	1	1	1					6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	1	1	1	1										4
Pull-out					1	1	1	1	1					5
Total	2	1	1	1	2	2	2	2	2	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	16
SIFE	5	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	14	03	7	4	0	4	2	0	2	20
Dual Language										0
ESL	37	02	3	13	0	6	1	0	1	51

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	51	5	10	17	0	10	3	0	3	71
Number of ELLs who have an alternate placement paraprofessional: <u>4</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	0	0	0	1	0	5	2	5					20
Arabic														0
French														0
TOTAL	7	0	0	0	1	0	5	2	5	0	0	0	0	20

*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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	0	5	2	4	2	6	5	6	2					32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1		1		1	3	3					10
Haitian														0
French	1	1				1	1		2					6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2				1								3
TOTAL	2	8	3	4	3	8	7	9	7	0	0	0	0	51

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)	1	2	2	1	2	3	2	3	8					24
Intermediate(I)	1	5	0	0	1	3	5	2	3					20
Advanced (A)	1	1	1	3	1	1	4	6	3					21
Total	3	8	3	4	4	7	11	11	14	0	0	0	0	65

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	1	2											

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	6	0	0	0	6
5	9	0	0	0	9
6	3	1	0	0	4
7	6	0	0	0	6
8	8	0	0	0	8
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	2		1		0		0		3
4	7		1		0		0		8
5	9		0		0		0		9
6	5		0		0		0		5
7	1		3		0		0		4
8	8		0		0		0		8
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		0		0		6
8	7		0		0		0		7

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	5						
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 The assessment tool our school uses to assess the early literacy skills of our ELLs is as follows: We use the ECLAS-2 assessment to evaluate their literacy acquisition: phonics, alphabet, oral expression, and reading abilities. El SOL basically is the same assessment, but it is conducted in Spanish. The data obtained in these assessments reflects that our ELLs are learning to read and write at grade

level at a very rapid pace. This information is used to plan our future classes. The base line data is used to group students according to their levels. We also use the New York City Performance Assessment; this assessment allows teachers to plan in alignment with the common core standards and to evaluate the children's academic progress to move them to higher performance levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across the proficiency levels on the LAB-R reveals that 90% of our Kindergarten ELL students are passing this test as soon as they take it. This is perhaps because the majority of them attend Pre-K in the United States and this facilitates the knowledge of communicating, speaking, listening, reading, and writing in the English language to pass the LAB-R. On the other hand, newly entrants who have no prior school experience or have never been exposed to the English language when tested with the LAB-R rank at the beginning level. Our ELLs excel in acquisition of the Listening and Speaking modalities within the first three months of the school year.
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 [AMAQ tool](#))
The patterns across the NYSESLAT four modalities will affect instructional decisions as follows: As a result of analyzing the data, the teachers will: (a) use differentiated instruction, (b) use interactive guided reading, (c) use writing activities, (d) use shared reading and writing activities, (e) read aloud to students, and (f) will incorporate in their ESL lessons The Framework for Teaching by Charlotte Danielson. Teachers will also teach students how to publish their own literacy projects such as books, poems, etc. Teachers will also plan lessons which involve collaborative writing, journal writing and independent reading. Last, but not least, the data from ongoing assessments will drive instruction. The data reveal that our school has met the Annual Measurable Achievement Objectives (AMAQ) this year. Our percentage of students showing progress from one year to the next, AMAQ 1, is greater than 65.3%. Our percentage of students achieving proficiency, AMAQ 2, is greater than 13.7%.
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) Our English Language Learners population consists of 11.48% of our total student population. The total number of ELL students is sixty-five (65). The ELLs in the TBE and ESL program usually test out within the first three years of being in the program. Their deficiency continues to be reading and writing because they lack the appropriate vocabulary to express their thoughts and the assessments are harder. However, children who enter school in the early grades, K to 2, usually master their literacy skills within the first year of school because they are in their acquisition stage which allows them to learn to speak, listen, read, and write at a normal pace. For example, approximately 90% of the new entrants assessed in Kindergarten this Fall with the LAB-R, passed the test. We only have two bridge TBE Special Education classes: grades 4/5/6, and grades 7/8. These students are faring much better in tests taken in English as compared to the native language.
 - b) School Leadership and teachers use the ELL Interim Assessment data for grouping students for ELL instruction and consideration for Academic Intervention Services provided by our school. It is also used to assess their progress academically as a whole and progress of English language proficiency.
 - c) Recent Interim English Language Test data for English Language Learners in grades 3, 4, 5, 6, 7 and 8 reveal that our ELL students are acquiring the four literacy modalities: reading, writing, speaking, and listening with mastery. However, the general education teachers still need to focus on applying ESL methodology that will help them excel in reading and writing especially in the upper grades. The native language is used to reinforce their literacy skills and culture. It is also used for them to understand content in all subjects (social studies, science, mathematics, arts).
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](#))
Our school uses data obtained from our NYSESLAT Report, ARIS, AMAQs, NYC ELA and Math Assessments to guide instruction for ELLs within the Response to Intervention framework for grades K - 5. Since RtI is an instructional model that aims at prevention and early intervention we include its three tiers of instructional support to match the ELLs learning needs: Tier I - A rigorous curriculum for (80%) ELLs language development. Tier II -Extra activities targeted to (5 - 10%) specific ELL students. Tier III - Individualized instruction for a

small group (1 - 5%) of ELL students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Native Language Arts is delivered as per the city's Language Allocation Policy: Year 1 70% of instruction in the Native Language and 30% in English; Year 2 50% of instruction in the Native Language and 50% in English; and Year 3 30% of instruction in the Native Language and 70% in English. Delivery of instruction takes place in literacy and mathematics in Spanish according to the student's acquisition level. The Bilingual Teacher can reinforce concepts taught in the content area in the child's native language. The classroom library will have fifty percent (50%) of its library books in Spanish to promote literacy acquisition in the student's native language.
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?

Paste response to questions here:

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

After examining the assessment results of ELLs (ELA, Mathematics, Social Studies, and Science), the pattern across proficiencies and grade levels of ELL student achievement scores is impressive. Students scoring in Level I in both Mathematics and Science are at an absolute minimum. Within three years, most of our ELL students have proven to advance and acquire English language proficiency. Usually, our ELL students test-out of the ESL program by the completion of third grade. Although they become proficient in the English language, they are still closely monitored and supported through Academic Intervention Services. However, some exceptions take place in student achievement levels when a student comes from another country without any prior schooling, also referred as SIFEs. In addition, due to No Child Left Behind a constant influx of poor performing students are being transferred to our school and as a result this affects our academic achievement scores.

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](#).)
 1. At P.S. 129M, the initial identification process of those students who may possibly be ELLs is as follows: When students are registered for the first time in the public school system, parents are asked to complete the Home Language Identification Survey (HLIS) provided by the pupil accountant secretary with the assistance of Mr. Vargas, the ESL Teacher. If the home language is other than English or student's native language is other than English, the ESL teacher conducts the informal interview in English or the student's native language. If the student speaks a language other than English we proceed to administer The Language Assessment Battery Revised Test (LAB-R) within the first 10 school days of enrollment. If the student scores at beginning, intermediate or advanced level the student is considered an English Language Learner (ELL). Newly identified Spanish-speaking ELLs will be administered the Spanish LAB also within the first 10 school days of enrollment. The ELL student is then placed in a bilingual education program or ESL program according to the parent's program selection (if available in our school). Mr. R. Vargas, the ESL Teacher, ensures all ELLs receive the NYSESLAT annually by verifying the NYSESLAT Eligibility Roster (RLER) and the NYSESLAT Exam History Report (RLAT) on ATS. The ELLs are assessed every spring using the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in English in the four skills of literacy: reading, writing, listening and speaking. However, if the student scores at a proficient level the student is not considered and ELL student and enters the general education program.
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.

Parents are invited to attend informational meetings and parent orientations, Fall and Spring, to learn about the various programs:

Dual Language, Transitional Bilingual Education, and English as a Second Language programs. The first ELLs Orientation Meeting is conducted by our ESL Teacher, Mr. R. Vargas, and it takes place within the first 10 days of admission. We show a New York State Video about these programs and we also distribute handouts to better inform parents. Parents are also given surveys and choice forms in order to choose the program in which they would like their child to attend. Parents have opportunities to set up individual meetings with the Principal, Assistant Principal, our Parent Coordinator, Bilingual Teachers and the ESL teacher to further discuss their options as well.

After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parent choices of programs. Ample supplies of surveys are kept available in various languages. A consistent trend in our survey reflects that eighty (80%) of our lower grade parents of students entering Kindergarten or First Grade are more likely to select our Transitional Bilingual Education program.

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 [\[see tool kit\]](#).)

Every year in September we hold our first ELLs Parent Orientation Meeting to inform parents about the types of bilingual programs. We take advantage of this orientation meeting to distribute the entitlement letters. Parents are also given surveys and program selection forms to choose the program in which they would like their child to attend. We also send the entitlement and placement letters home with the children. If for instance a form is not returned, the ESL teacher contacts the parents either by phone, in the morning at arrival time or during dismissal time to ensure the collection of these forms. The entitlement letters are kept in the principal's office in the ESL binder along with the Parent Survey and Program Selection Forms. Also, copies of the Parent Survey and Program Selection Forms are placed in each ELL student cumulative record.

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.

Once the initial identification process has been completed and the ELLs have been assessed with the LAB-R, if entitled, the ESL teacher proceeds to place the child in a bilingual or ESL program. If the student scores at beginning, intermediate or advanced level the student is considered an English Language Learner (ELL). The ELL student is then placed in a bilingual education program or ESL program according to the parent's program selection. Placement letters and continued entitlement letters are sent home with the students and copies are kept in the principal's office in the ESL binder for future reference. The parent surveys are available in their native language. The informational meetings and parent orientations are conducted in English and Spanish due to the fact that the majority of our ELL population native language is Spanish. However, we also provide translation to parents in French, Haitian Creole, Arabic, among others.

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.

Our school strictly follows the steps mandated on the Administration of the New York State English as a Second Language Achievement Test (NYSESLAT) as per Assessment Memorandum #5, 2012 -2013. The test is secured and locked in the principal's office until the day it is going to be administered. Each teacher and test coordinator will be required to sign the Test Material Security Form indicating the number of test booklets picked up and the number of test booklets returned. We select the dates and grades to be tested within the NYSESLAT administration window in the following order: first session, speaking; second session, listening; third session, reading; and last session, writing. All our ELL students, including Special Education Alternate Assessment Students, are administered the NYSESLAT. Mr. Vargas, the ESL teacher, uses the LAB-R and NYSESLAT Eligibility Report and the LAB-R and NYSESLAT Exam History Report to ensure that every ESL student is assessed with the NYSESLAT. Children who are absent during a session of a test, will be administered the test during the make-up period. Mr. Vargas, the ESL teacher, administer the Speaking subtest while Mr. Zorrilla, the librarian, simultaneously scores it. For the Writing subtest, all of the students responses to the constructed response questions are scored by a committee of teachers, Mr. Zorrilla and Ms. Luna, attendance teacher. The ESL teacher, Bilingual teachers, or English Language Arts teachers are not allowed to score any of the constructed response questions in the student's Writing subtest booklets. In addition, the bilingual teachers: Ms. Alexander (K), Ms. Diaz (4th/ 5th,/6th), Ms. Amaro (7th/8th) assist the ESL teacher while administering the NYSESLAT.

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 reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parent choices of programs. Ample supplies of surveys are kept available in various languages. A consistent trend in our survey reflects that eighty (80%) of our lower grade parents of students entering Kindergarten or First Grade are more likely to select our Transitional Bilingual Education program. Our parents' requests for specific programs are honored by the school as much as possible. We offer Transitional Bilingual Education and English as a Second Language. Although presently, we do not have the Bilingual Dual Language program, we make every attempt to honor parent's request. In order to build further alignment between parent choice and program offerings, P.S. 129 has had ELL parent orientation meetings, as well as ongoing information meetings to foster discussion about the programs and provide a space for parents to ask questions and share suggestions. We also communicate to parents through our school newsletter, school postings in the Main Lobby and daily articulation with parents throughout the day.

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])?
 - a) Based on the number of student enrollment, (which must be at least fifteen or more), a transitional bilingual class will be formulated where a licensed Bilingual instructor will instruct students. A fully licenced ESL teacher offers ESL to the remaining ELL students who are placed in regular education classrooms using the Push-In and Pull-Out Models.
 - b) We use both the Push-In and Pull-Out Model in our school. The ESL teacher implements the Push-In Model to service Kindergarten, first, second graders and third graders. The Push-In model is implemented in lower grades as part of a collaborative program delivered through the content areas. The Pull-Out Model is implemented with the fourth, fifth, sixth, seventh, and eighth graders. The students are grouped homogeneously according to their proficiency level.
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)?

Our school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program (i.e. beginners-360 minutes per week, intermediate-360 minutes per week, advanced-180 minutes) by closely monitoring student's attendance, instruction via teacher observation by the Principal and Assistant Principals, review of lesson plans and monitoring attendance at parent meetings.

a) Explicit ESL, ELA, and NLA instruction is delivered in each program through content area instruction. Beginning and intermediate ELL students receive two units (or 360 minutes) of ESL instruction weekly. The advanced level ELL students receive one unit (or 180 minutes) of ESL instruction weekly. As per CR Part 154 our ELLs receive ELA instruction(180 minutes, advanced group) and NLA (beginners, 60 minutes per day, intermediate and advanced 45 minutes per day).

ELA is delivered through guided reading, shared reading, silent reading, reading aloud, hands-on projects, cooperative learning, charts, graphic organizers, visual aids, technology (Computers provide students the opportunity to practice listening, reading, writing and speaking and language development) in the Transitional Bilingual Program. In the ESL Program ELA is delivered using ESL methodologies.

Native Language Arts is delivered as per the city's Language Allocation Policy: Year 1 70% of instruction in the Native Language and 30% in English; Year 2 50% of instruction in the Native Language and 50% in English; and Year 3 30% of instruction in the Native Language and 70% in English. Delivery of instruction takes place in literacy and mathematics in Spanish according to the student's acquisition level. The Bilingual Teacher can reinforce concepts taught in the content area in the child's native language. The classroom library will have fifty percent (50%) of its library books in Spanish to promote literacy acquisition in the student's native language.

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.

Both programs (TBE, ESL) implement English language skills development and content area instruction through the use of ESL methodologies to ensure that ELL students meet the standards and pass the required state assessments, LAB-R, and/or NYSESLAT. The materials we use in Math, Social Studies, and Science in our TBE Program are in Spanish and/or English according to the student's acquisition level. The Bilingual Teachers reinforce concepts taught in Math, Social Studies, and Science using Sheltered English Instruction, The SIOP Model, to enhance their language acquisition using meaningful materials, such as books, manipulatives, charts, cards, audio-visual aids, technology, illustrations, graphics, and maps.

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

We ensure that our ELLs are appropriately evaluated in their native language by having teacher tests and State Assessments available in Spanish, since our Transitional Bilingual Program is offered in English and Spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: The patterns across the NYSESLAT four modalities will affect instructional decisions as follows: As a result of analyzing the data, the teachers will: (a) use differentiated instruction, (b) use interactive guided reading, (c) use writing activities, (d) use shared reading and writing activities, (e) read aloud to students, and (f) will incorporate in their ESL lessons The Framework for Teaching by Charlotte Danielson. Teachers will also teach students how to publish their own literacy projects such as books, poems, etc. Teachers will also plan lessons which involve collaborative writing, journal writing and independent reading. Last, but not least, the data from ongoing assessments will drive 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).

In order to meet the needs of our ELLs subgroups we differentiate instruction by using numerous ESL methodologies, such as scaffolding, teacher collaboration, conferencing, and tutoring.

a) We continuously look for instructional materials that would service our SIFE students. We have trained our high-quality teachers of ELLs to work with SIFE students using current ESL strategies and differentiated instruction which will lead to student achievement. We will use alternative assessment options such as portfolios and tailor the curriculum to meet student needs.

b) In order to meet the needs of our ELL students who are newcomers, (less than three years) we will provide various options for instruction: Transitional Bilingual Educational, ESL Push-In/Pull-Out Program, Morning Skills Period Tutorial, The Accelerated Reader Program and After School Tutoring Program. Explicit ESL instruction is delivered in each program through content area instruction. Additionally, because NCLB now requires ELA testing for ELLs after one year, we will tutor the new entrants during extended time, 2:20pm - 3:00pm in order to accelerate their language acquisition abilities.

c. Our plan for ELLs receiving service 4 to 6 years is to create an educational plan where the principal, assistant principals, literacy coach, teachers and ESL teacher all collaborate using differentiated instruction to enhance their English proficiency. We will analyze the NYSESLAT Combined Modality Report to determine which literacy skill: reading, writing, speaking, listening, the student needs the most help.

d. In the event we have long term ELL's, we will have teachers provide instruction using ESL methodologies on a daily basis in a small class setting. Teachers will receive Professional Development and participate in training to learn how to meet the needs of ELL students and differentiate instruction for all learners. We will also train parents to assist their children with English language acquisition at home.

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?

Our teachers of ELL-SWDs use ESL instructional strategies, such as scaffolding, sheltered instruction, and grade level materials to both provide access to academic content areas and accelerate English language development. The materials are selected based on information gathered from data obtained from ARIS, as well as school based periodic assessments. Children identified as having special needs receive support within the Bilingual Special Education class and the ESL teacher through the Push-In model. Our Special Education Support Service Teacher provides direct instruction in a small group setting conducive to learning.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The ESL teacher provides direct instruction to ELL students having special needs using ESL methodologies, while the Special Education Support Service Teacher provides supplemental reading, writing and mathematics instruction. The Special Education Bilingual Teacher provides additional training in reading, writing and mathematics using the Wilson and Foundations Programs. We also have assistant teachers who work on a one to one basis with individual students as mandated on their IEPs. In addition, our school ensures that flexible programming is used to maximize time spent with non-disabled peers by mainstreaming our ELL-SWDs in certain academic programs e.g. Math, Language Arts, Technology, and Physical Education. All our ELL-SWDs are included in our school wide extracurricular activities. During Faculty Conferences and Professional Developments flexible programming for ELL-SWDs are discussed among regular education teachers, special education teachers, ESL teachers and bilingual teachers.

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

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:	spanish			
Social Studies:	spanish			
Math:	spanish			
Science:	spanish			

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

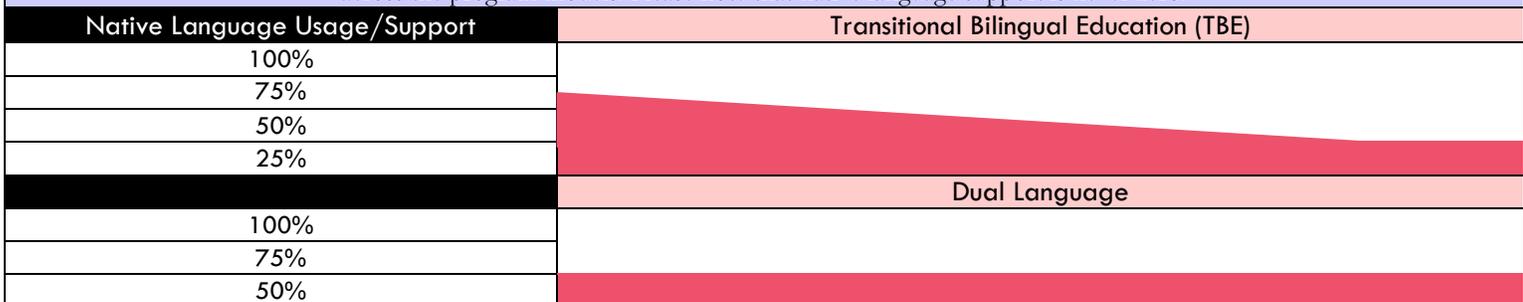
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.

P.S.129's targeted intervention programs for ELLs in ELA, Math, and other content areas focus on meeting the high standards set for our English Language Learners in literacy and mathematics. Our goal in ELA is to provide reading instruction to ELL students, according to their proficiency level (beginning, intermediate or advanced) using the Ready Gen, K - 5, and Code X, 6 - 8, Reading Programs. Reading and writing strategies will be taught in all content areas. ELLs beginners and intermediate students will have explicit instruction in phonics and phonological awareness so they can identify sounds and combine them into words. Our advanced ELLs will attend reading comprehension classes in our school's extended day, Monday through Wednesday 2:20p.m. to 3:00p.m. Our Math goal is to decrease by at least 25% the number of ELLs who are not meeting the proficiency standards on math. The math curriculum will be aligned vertically between the math levels using Go Math, K - 5, and CMP3, 6 -8. Struggling students will receive math tutoring in small groups with a trained Math Teacher. Intervention math software will be purchased as well as increasing utilization of computer labs to further enhance the ELLs Math skills. The ESL Teacher plans collaboratively with the classroom teacher implementing academic rigor to further develop ELL's achievement levels across the content areas. The ESL teacher also reviews student portfolios with the classroom teacher as well as with the ELL student during articulation to make assessments and drive instruction. We also offer an ESL Program where students are grouped homogenously according to their LAB-R or NYSESLAT levels. Their Native Language is used to instruct our Bilingual K, 4/5/6, and 7/8 classes following the CR Part 154 mandates. It is used to support the students' native language and culture as an instrument to teach the content areas and to reinforce students' understanding of new concepts taught.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our plan for providing transitional support for students reaching proficiency on the NYSESLAT is to mainstream them in monolingual classes. During the Extended Time Skills Period (which takes place from 2:20pm to 3:00pm, Monday through Wednesday) a licensed teacher will continue to tutor our ELL students who have recently become English proficient. The goal is to refine their reading, writing, listening & speaking skills so that they can function at grade level with fluency. Former ELLs get time and a half as part of their test accommodations for two years. They are grouped with other ELL students having the same testing accommodations by grade.

11. What new programs or improvements will be considered for the upcoming school year?

A Dual Language Program will be considered for the upcoming school year. Of course it will be implemented once parents choose this option and funds are available.

12. What programs/services for ELLs will be discontinued and why?

Our present Bilingual Program reflects current trends in parent choices over the last three years. We will continue offering the same bilingual services, TBE and ESL.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In our school, all the ELL children are offered equal opportunities to participate in all school programs. The After School Program is available from Mondays to Fridays from 3:00pm to 5:00pm. The ELL students are grouped heterogeneously with monolingual students, offering them an opportunity to share, socialize, and learn in a diversified environment. In our After School Program, the ELL children not only do their homework, but they also take music lessons, do craft and arts, dance, and practice sports.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our teachers use many educational resources and strategies when instructing the ELL's and the entire classroom population. We use the Balanced Literacy Program which includes reading books at all levels, Reading Textbooks in the content areas, The Accelerated Reader Program, The Go Math (K - 5) and CMP3 (6 - 8) Mathematics Programs, Social Studies and Science textbooks, Technology through the use of computers and specific software programs, participation in our Band/Orchestra, Sports activities, Visual Arts aids, Listening Centers, Big Books, Clearly Labeled/Leveled Libraries, Word Walls, Charts, Overhead Projectors and use of the Wilson, Foundations, Kaplan, Leap Frog, and Santillana Programs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is offered in various ways. In the TBE Program delivery of instruction takes place in literacy and mathematics in Spanish according to the student's acquisition level. The Bilingual Teacher can reinforce concepts taught in the content area in the child's native language. The classroom library will have fifty percent (50%) of its library books in Spanish to promote literacy acquisition in the student's native language. As students progress and their levels improve, the amount of English instruction increases and the amount of Spanish instruction decreases. Our ESL students are serviced by their language proficiency level. Students are serviced through the content areas in the Push-In Model. Upper grade ELL students are serviced using the Pull-Out Model.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The resources and services offered in our school correspond with the ELLs' ages and grade levels. Our reading books are leveled, meaning that the students will always have enough resources at their reading level. In addition, we make sure each ELL has a ESL text book that matches their reading level (Beginning, intermediate, advanced).

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.

When students are registered, parents are invited to attend informational meetings and parent orientations to learn about the various programs: Dual Language, Transitional Bilingual Education, and English as a Second Language programs. We invite parents and their newly enrolled children to tour the school and ask questions. We also introduce the parents to the teachers of the new entrants so that they can feel welcomed.

18. What language electives are offered to ELLs?

The only language elective we offer to ELLs is Spanish, other than that everyone is mandated to take English.

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)?

Paste response to questions here:

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.

1. We have had several professional development sessions for all teachers in which the focus was bilingual education and ESL services. Our school plans to continue providing teachers in-school and off-site workshops and training in ESL methodologies.

2. The following professional developments will be offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards:

- A) Translating Theory to Practice to meet Challenges of the Common Core State Standards
- B) Fundamental Elements of Classroom Instruction and Effective Pedagogy for ELLs
- C) Response to Intervention: Creating an RtI Model for ELLs' Academic Success
- D) The Common Core: Supporting Social and Academic Language Development of ELLs

3. We provide support to our staff to assist ELLs as they transition from elementary to middle school in many ways. Teachers receive training during common preps and conferences. They also are mentored by our senior teachers who we consider to be experts educators.

4. So far, we plan to conduct the following Professional Development to our entire staff regarding ESL instruction and methodology following the NYS and NYC standards:

- Assessment, Evaluation, and Placement of ELL students (September 2013)
- ESL Methodologies and ESL instruction in the classroom (October 2013)
- ESL Learning Standards (November 2013)
- How to Plan Differentiated Instruction for the 4 Levels of English Literacy (December 2013)
- Supporting Bilingual and ELL Needs For Standardized Tests and Beyond (March 2014)

Every time our school offers a professional development we create an agenda with a topic and the points that will be implemented on that session. We provide handouts that go along with the presentation. We take attendance that will be kept in the principal's office for future reference as part of our ESL/Bil. Program records.

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?
 1. Both, our regular education and ELL's parents participate in our school affairs. Many parents volunteer on a regular basis. They assist teachers in the classroom, e. g. bulletin boards, family night, mother-son dance, father-daughter dance, perfect student assembly, student of the month, and/or when their children go on trips. Our ELL Parents are actively engaged in our Parent Teacher Association and in our Parent Leadership Academy. We have an excellent translation service in place. Many of our staff are fully bilingual in English and Spanish. Two teachers are fully bilingual in English and French. Our nurse speaks French and Arabic. We translate all our letters from English to Spanish.
 2. In order to maximize the learning and achievement levels of our diversified school population, we continue to collaborate with the educational and civic establishments within our community. Columbia University, Fordham University, our P.S.O. and CCNY, which is adjacent to our school, are used to infuse services of student field workers and tutors, and special programs directed at public schools.
 3. Based on the Home Language Information Survey Form, parents are opting for the Freestanding ESL Program due to the urgency of their children to understand English quickly and become assimilated to the American culture. Our parents' requests for specific programs are honored by the school as much as possible. We offer Transitional Bilingual Education and English as a Second Language. Although presently, we do not have the Bilingual Dual Language program, we make every attempt to honor parent's request. The role of our parent coordinator, Gwendelyn Rowell, is to serve as liaison to parents to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660. She serves as a facilitator to increase parent involvement in the school community.
 4. In order to build further alignment between parents and our school, P.S. 129 has had ELL parent orientation meetings, as well as ongoing information meetings. A monthly calendar of events in Spanish and in English is given to parents in order to foster discussion about the programs and inform parents what their students are learning. These meetings also provide a space and forum for ELL parents to ask questions and share suggestions. We also communicate to parents through our school newsletter, school postings in the Main Lobby and daily articulation with parents throughout the day.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: John H. Finley Campus School**School DBN: 5M129**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Odelphia H. Pierre	Principal		11/1/13
Roxieann Johnson	Assistant Principal		11/1/13
Gwendolyn Rowell	Parent Coordinator		11/1/13
Ramon A. Vargas	ESL Teacher		11/1/13
Emmanuel Sanchez	Parent		11/1/13
M. Alexander, Bil. Teacher	Teacher/Subject Area		11/1/13
D. Diaz, Bil. Teacher	Teacher/Subject Area		11/1/13
B. Cook, Literacy	Coach		11/1/13
N/A	Coach		11/1/13
Martha Mendez	Guidance Counselor		11/1/13
	Network Leader		11/1/13
M. Luna	Other <u>Attendance Teacher</u>		11/1/13
R. Comissiong	Other <u>Resource Room</u>		11/1/13
A. Muniz-Lee	Other <u>Speech</u>		11/1/13
	Other _____		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M129 School Name: John H. Finley

Cluster: D. Maldonado Network: M. Struk

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

Part A: Needs Assessment Findings

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

1. At P.S. 129M, when students are registered for the first time in the public school system, parents are asked to complete the Home Language Identification Survey (HLIS) provided by the pupil accountant secretary with the assistance of Mr. Vargas, the ESL Teacher. If the home language is other than English or student's native language is other than English, the ESL teacher conducts the informal interview in English or the student's native language. Using the Home Language Identification Survey we determine the primary language spoken by each parent and their children. This information is recorded and maintained on each student's emergency card, Home Language Identification Survey, and on the New York City DOE ATS Data Base. Parents are invited to attend informational meetings and parent orientations within the first ten days of school enrollment, Fall and Spring, to learn about the various programs: Dual Language, Transitional Bilingual Education, and English as a Second Language programs. Translated services are always provided at every meeting in Spanish as well as French, Haitian Creole and Arabic for parents who speak these languages. We show a New York State Video about these programs and we also distribute handouts to better inform parents. Parents are also given surveys and choice forms in order to choose the program in which they would like their child to attend. Parents have opportunities to set up individual meetings with the Principal, Assistant Principal, our Parent Coordinator, Bilingual Teachers and the ESL teacher to further discuss their options as well, in their native language. After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parent choices of programs. Ample supplies of surveys are kept available in various languages: Spanish, French, Chinese, Arabic, Albanian, Haitian Creole, among others. Our bilingual teachers are fluent in English and Spanish. They facilitate surveys in choice forms to choose a program in which parents would like their children to attend. A translator will be provided if the parent does not speak or understand the English language. We have two teachers who are fluent in French and English. This allows us to communicate with parents whose dominant language is French. In addition, our nurse speaks three languages: English, Arabic, and French.

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.

The major findings of our school's written translation and oral interpretation demonstrate that parents are comfortable and satisfied with our written and oral translations in Spanish, Arabic, French and any other language if requested by parents. These findings are reported to the school community through our school newsletter, school postings in the main lobby, PTA Meetings, ELL Parent Orientation Meetings, as well as daily articulation with parents. As of today, we have never had any misinterpretations or misunderstanding when a notice or a letter is sent home. We send notices, placement letters and entitlement letters home with the children translated in English, Spanish, French, and Arabic since the majority of our ELL parents are English, Spanish, French, and Arabic dominant. We provide interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. When a letter is required to be returned to school, if it is not returned to school, the ESL teacher contacts the parents either by phone, at arrival time or during dismissal time to ensure collection of these forms. If the parent's first language is other than English, Spanish, French or Arabic we take the time to find a certified teacher or staff member to translate our letters to accommodate their language needs.

Part B: Strategies and Activities

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

1. Both, our regular education and ELL's teachers participate in our school affairs. We have an excellent translation service in place. Many of our staff are fully bilingual English and Spanish. Two teachers are fully bilingual in English and French. Our nurse speaks English, French and Arabic. We translate all our letters from English to Spanish. We also communicate to parents through our school newsletter, school postings in the main lobby in English and in Spanish and daily articulation with parents throughout the day. The ELL parents will be informed about the New York State standards, assessments, school expectations and general requirements that govern the Bilingual and ESL programs and the importance of parental involvement in the education of their children.

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.

In order to build further alignment between parents and our school, P.S. 129 has had ELL parent orientation meetings, as well as ongoing information meetings offered in English and in Spanish. A monthly calendar of events in Spanish and in English is given to parents in order to foster discussion about the programs and inform parents what their students are learning. These meetings also provide a space and forum for ELL parents to ask questions and share suggestions. Our ESL teacher, Mr. Vargas, is the person responsible for translating all of the letters of our school. At times, when parents have a concern or question, the ESL teacher personally addresses them.

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>.

P.S. 129M will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services as per its mandates/guidelines. Mr. Vargas, the ESL teacher, who is also the Language Access Coordinator, will help facilitate and serve as the point person for the provision of Language Access Services. Our Translation and Interpretation Unit constituted by Ms. Luna, attendance teacher (English/Spanish); Mr. Zorrilla, librarian (English/Spanish); Ms. Abdi (English/Arabic), the nurse; and Ms. Flechier, Third Grade (English/French) will provide language access support to families and parent leaders. In addition, we will provide training to parent coordinators and other key school-based staff on language access requirements. We will ensure that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will not allow any minor students to provide translation services to parents in any form.