

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: The Maure School

DBN: 28Q055

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy

Total # of ELLs to be served: 31

Grades to be served by this program (check all that apply):

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

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 1

of content area teachers: 1

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: After reviewing the Progress Report, Learning Environment Survey, Standardized Test Data and NYSESLAT results, it was determined that our ELL population in testing grades 3-5 performed significantly lower in the area of mathematics and literacy due to the increasing demand for literacy (i.e. complexity of text), problem solving and processwriting in mathematics.

Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore, by linking the CCLS with instructional strategies (differentiated instruction, Workshop Model, inquiry and investigative problem solving) and coupled with proven research based on second-language acquisition, we can better target the specific needs of our test-taking ELL population.

A focal point of the Title III instruction is to provide language development through Imagine Learning software before school (7:30-8:20am), Monday through Thursday involving students in grades K - 4 (no ELL students are in grade 5) beginning on October 30th and ending on June 18th, for a total of 79 sessions. The early morning program will run 4 days a week, Monday through Thursday for the duration of 50 minutes a day. The ESL and 1 common branches teacher, content area, will provide a team approach to ensure that beginner and intermediate level ELLs are receiving support from both. The ELL teacher will be providing strategies for language acquisition with 1 group (i.e. beginners) while the content specialist common branches teacher will work with the other (i.e. intermediate). Groups will switch on alternate dates to ensure a well rounded learning experience. Instruction is geared around the following objectives:

- Vocabulary development/fluency and comprehension
- Test sophistication skills/targeted support
- Literacy based activities in English with reinforcement prompts in their native tongue for language support
- Articulation exercises in English with native language support for encouragement and reinforcement
- Activity based lessons at the end of every section for positive reinforcement
- Content area and discussion
- Immersion in content through multimedia

The following instructional materials will be used to support instruction of students and were purchased with Title III funds

- 31 licenses for Imagine Learning software (CCLS aligned computer software designed to promote skill in grammar, phonics, vocabulary, and syntax for beginner and intermediate ELLs)
- Per-Session employment for two teachers of Title III program
- Per-Session employment for 1 supervisor of Title III program

The following materials were purchased to support this program not included in the Title III allocation

- ELL strategies from Go Math curriculum- NYSTL funds

Part B: Direct Instruction Supplemental Program Information

- My Talking Dictionary (interactive software designed to reinforce an ELLs students' native language as well as second language (English)-Free
- Graphic Organizers-Free
- Voyager: "Ticket to Read" (computer software used to develop fluency, accuracy and deeper comprehension-Title I school wide programs
- Safari Montage-TL funding

Indicators of Success:

- Bi-weekly professional development for instructors to review student work, progress and to determine next teaching steps for the program and to disseminate trends to classroom teachers. Every other Monday afternoon, as per UFT contract regarding professional development times.
- Monitoring and recording of student achievement to set goals
- Students who participate in this program will demonstrate gains in scale scores and within performance levels on the ELA, Math, and move from intermediate to advance in terms of the NYSESLAT assessment.

Part C: Professional Development

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

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

Begin description here: Professional Development initiatives at P.S. 55 are as follows:

Common branch and special education teachers from grades K-5 are included in these professional development sessions at this time because a large population of our ELL students are in the lower grades.

These workshops are primarily focused on literacy strategies for LEP students. It is expected that teachers utilize and implement these techniques within all content area work. The workshops are to familiarize teachers with the ESL mandates for both literacy and mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questioning, Problems and Solutions, Bridging Knowledge, Academic Language, etc.. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

- Time provided for collaboration between classroom teachers and ESL teachers, as per UFT contract
- Instruction on use/incorporation of Technology for ELL students
- Analyzing ELL interim assessments to better drive instruction
- Language Acquisition Development workshops provided by Network support specialist and the DOE (PW and DELLSS weekly)

Part C: Professional Development

When: Mondays beginning Feb. 23rd -March 30 and Mondays beginning April 13- May 11, 2015

Frequency: 1 x a week for two 5 week cycles

Supported by: J. Ianni, ESL teacher and Network Support Specialist

Indicators of Success:

- Effective use of common planning time, Monday afternoons
- Increase of teacher proficiency in data analysis
- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic grouping
- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
- Increase in student achievement across all levels as students receive instruction as a result of looking at student work
- Development of lessons and activities that scaffold vocabulary in preparation for reading
- Development of systems to support understanding and engaging students in discussion
- Development of activities that support academic language acquisition

Part D: Parental Engagement Activities

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

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

Begin description here: Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration and ESL teacher. Parent engagement involves the sharing of goals, curriculum and instructional methods/strategies.

Home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their children.

Activities that take place to involve parents are as follows:

Cultural Awareness Week: Week of 11/17/14

Part D: Parental Engagement Activities

Multicultural Dinner: Evening of 11/20

Family Craft Night: May 2015

Learning Leaders workshops: 3 days in October 21-23rd, 2014

Go Math Parent workshop Saturday: Sept. 13 and Oct. 18th, 2014

Parent Literacy workshop Saturday: Sept. 10 and Oct. 25th, 2014

GED and ESL classes: Sept. 15, 2014 -June 2015 (Mondays and Fridays from 9:00 -2:00pm) and Oct. 15 - June 2015 (Tuesday -Thursday from 9:00- 1:00pm) respectively

Diwali Celebration: 10/23/14

Middle School Application Process: Evening of Nov. 20th, 2014

Parent Coordinator surveys parents' needs regarding understanding the curriculum and instructional approach in order to do the following:

- Create a year-long calendar of Parent Workshops in response to Parent Survey
 - Emphasize the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)
 - Support the role of the class parents, Learning Leaders, to assist in coordination of classroom activities, sharing of information with parents and encourage participation
- The needs of the parents are also evaluated by the school Learning Environment Survey, ongoing conversations , PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

Part D: Parental Engagement Activities

Empty area for reporting Parental Engagement Activities.

Part E: Budget

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

Allocation Amount: \$ _____

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



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: THE MAURE SCHOOL

DBN (i.e. 01M001): 28Q055

Principal: RALPH K. HONORE

Principal Email: RHONORE@SCHOOLS.NYC.GOV

Superintendent: M. SARDUY, I.A.

Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Ralph Honore	*Principal or Designee	
Lisa Corno	*UFT Chapter Leader or Designee	
Tanya Cochrane	*PA/PTA President or Designated Co-President	
Darlene Prunty	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	
Francilla Moore	Member/ teacher	
Michelle Weintraub	Member/ teacher	
Connie LaGreca	Member/ teacher	
Bibi Brehaspat	Member/ parent	

Danielle McCoy	Member/ parent	
Annie Lay	Member/ parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

We will continue to focus on strengthening the rigor of instruction by planning for coherent instruction and using questioning techniques that focus on the use of academic language, so that by June 2015, there will be an increase of 5% in the number of students w/disabilities who are meeting the standard of asking questions to demonstrate understanding of a text, referring explicitly to the texts as the basis for the answers and also explaining what the text says explicitly when drawing inferences. Answers (3R.L1, 4R.L1 & S.R.L1) as measured by end of year school based common assessments from Ready Gen.

Comprehensive Needs Assessment

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

After conducting a trend analysis from the following data sources listed below, we noticed that our students, including those with disabilities, need supports to raise their level of comprehension/understanding as measured by the CCLS.

Data Sources:

- Annual School Report Card (state)
- Student State Exam scores
- Formal and Informal observations through Advance and Danielson's Framework (ongoing)
- Teacher Teams through ORID, (Observation, Reflections, Interpretative and Decisional), engage in the inquiry process to examine student work to gauge progress as per the CCLS (ongoing)
- Parent input
- Network Leader and Network Support Specialist feedback regarding instruction(ongoing)
- Learning Environment Survey
- Common Assessments in English Language Arts
- Teacher data reports
- Scantron Performance series for grades 2-5 (3X a year). Initial testing is to gather baseline information

Areas of Need as per the Common Core Learning Standards:

3.RL.3 , 3.RL.2, 3.RI.7, 3.RI.5, 3.RI.1,and 3.RI.4,

4.RL.3 , 4.RL.1, 4.RL.7, 3.RI.5, 4.RI.1, 4.RI.4, 4.RL.1, 4.RL.5 and 4.RL.4

The description of the above standards are as follows:

3.RL.3 – Describe character in a story and explain how their actions contribute to the sequence of events.

3.RL.2 – Recount stories including fables, folktales and myths from diverse cultures; determine and explain how it is conveyed through key detail in the text.

3.RI.7 – Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

3.RL.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.5 – Use texts features and search tools to locate information relevant to a given topic efficiently.

3.RI.4 – Determine the meaning of general academic and domain specific words and phrases in a text.

4.RL.3 – Describe in depth a character, setting or events in a story or drama, drawing on specific details in the text.

4.RL.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.

4.RL.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and direction in the text.

4.RL.4 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.

Instructional Strategies/Activities

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

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

Strategy #1-During grade level planning meetings, teachers will engage in curriculum planning that aligns the Ready Gen-Common Core Literacy Program, grades 3-5 and Literacy By Design , grades K and 1, by unpacking the standards.

- Through regular professional development, teachers will develop their competency in coherent instruction, questioning and discussions and use of assessments as detailed in the Danielson Framework for Effective Teaching.
- Teachers will collaboratively plan common core aligned lessons using Ready Gen and Literacy By Design.
- Teachers will be regularly observed to see their implementation of lessons that include multiple entry points (i.e. scaffolds, teacher models and checks for understanding).
- Teachers will meet at grade inquiry meetings to look at student work and make adjustments to units, lessons and develop intervention strategies.
- Teachers will engage in professional learning opportunities offered by the Network around the English Language Arts Instructional Shifts and Teaching Strategies that Support Students with Disabilities.

Strategy #2- Strengthening the use of Response to Intervention (RTI) to support student learning

- School will secure appropriate intervention resources in all grade levels. (K-1 will utilize Foundations; 2-3 will utilize Voyager; 4-5 will utilize Achieve 3000)
- The school data specialist along with the administration will identify students who fall below the bottom third; isolate the literacy skills students need; collect and evaluate progress monitoring data every six to eight weeks.
- Administration will compile data to generate small groups for Response to Intervention.
- Administration and RTI service providers will meet at a six to eight week intervals to evaluate student performance and determine next steps.
- Administration will also utilize the data to support the School Implementation Team, SIT, to craft more rigorous Individual Educational Plans, IEP, for students with disabilities.

Strategy #3- Saturday Intensive Academy to support the bottom third of students in Literacy

- Purchase of Common Core Resources to support student learning (i.e. Making Connection: themed reading and writing applying the common core standards.
- Select top tiered teachers to create customized learning plans utilizing progress monitoring to evaluate the effectiveness of instruction and student progress toward meeting the goal.
- Provide 5 Saturday Intensive sessions designed to provide direct or small group tutorials

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

- Professional Development curriculum team liaisons and administrators will support the teacher teams in curriculum planning and instructional support throughout the year.
- The data specialist along with the administrator will use the results from the progress monitoring data to create cycles of support, RTI, for identified students.
- Selected teachers will provide a Saturday Intensive 5 Saturdays, beginning in March, designed to provide direct/small group tutorials

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

- Teachers will consistently provide rigorous instruction that is aligned to the CCLS by revising unit plans, individual goals for students and performance tasks
- Success is measured by attaining a benchmark score 80% as identified through performance task, unit assessments and scantron
- For students who do not met/attain the 80% benchmark, we use the default growth model (MOSL) to measure success
- Students and parents will have a greater understanding of next steps so that they may work with the school community toward greater success by increased practice and usage of Achieve 3000

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

- Throughout the year, teachers will be engaged in the effective use of teacher teams for both curriculum planning and/or tiered professional development, as per United Federation of Teachers' contract. Professional Development cycles are six to eight weeks in duration, starting January 2015 and ending in June 2015
- Saturday Intensive Academy will commence in March 2015 for a 5 week cycle and will cease in May 2015

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

- The school institutes common planning periods that supports teacher development in the area of curricular planning and lesson planning.
- Additional instructional resources have purchased in order to strengthen students fluency and conceptual understanding. (i.e. Foundations, Voyager and Achieve 3000)
- Funding will be set aside for teachers to teach the Saturday Intensive Academy.

Strategies to Increase Parental Involvement

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

- Scheduled meetings, October 2014, to explain curriculum expectations for students who fall into the bottom third in literacy
- Saturday workshops for parents twice a month, whenever applicable, to support CCLS in literacy
- Blackboard Connect communication system to contact student families regarding school events and important information

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title 1 SWP
- Citywide Expectation funding
- Data specialist funding

Goal and Action Plan #2

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

Annual Goal #2

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

We will continue to focus on strengthening the implementation of our math program (Go Math) by focusing on solving multi-step word problems so that by June 2015, there will be an increase of 5% in the number of students w/ disabilities who are meeting the standards that address geometric measurement, number and operations, and problems that involve creating models to represent multiplication and division as measured by end of year school based common assessments from Go Math.

Comprehensive Needs Assessment

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

After conducting a trend analysis from the following data sources listed below, we noticed that our students, including those with disabilities, need supports to raise their level of comprehension/understanding as measured by the CCLS.

Data Sources:

- Annual School Report Card (state)
- Student State Exam scores
- Formal and Informal observations through Advance and Danielson's Framework (ongoing)
- Teacher Teams through ORID, (Observation, Reflections, Interpretative and Decisional), engage in the inquiry process to examine student work to gauge progress as per the CCLS (ongoing)
- Network Leader and Network Support Specialist feedback regarding instruction (ongoing)
- Learning Environment Survey
- Common Assessments Mathematics in Go Math curriculum administered three times during the course of the school year
- Teacher data reports
- Teacher generated data (i.e. unit test)
- Scantron Performance series for grades 2-5 (3X a year). Initial testing is to gather baseline information
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Areas of Need as per the CCLS :

3.MD.7, 3.OA.3, 4.MD.5A, 4.MD.7, 5.NF.4, 5.NBT.1

The description of the identified priority standards are as follows:

3.MD.7 – Geometric measurements understand concepts of area and relate area to multiplication and to addition. 7. Relate area to the operations of multiplication and addition.

3.OA.3 – Represent and solve problems involving multiplication and division. 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

4.MD.5A – Geometric measurement: understand concepts of angle and measure angles. A. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular area between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.

4.MD.7 – Geometric measurement: understand concepts of angle and measure angles. 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle.

5.NF.4 – Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NBT.1 – Understand the place value system. 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

Instructional Strategies/Activities

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

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

Strategy #1-During grade level planning meetings, teachers will engage in curriculum planning that aligns the Go Math to the Common Core Learning Standards through unpacking the standards and realigning units of study.

- Through regular professional development, teachers will develop their competency in coherent instruction, questioning and discussion around the mathematical practices and use of assessments as detailed in Go Math and the Common Core Learning Standards.
- Teachers will collaboratively plan common core aligned lessons using Go Math and other supplemental resources.
- Teachers will be regularly observed to see their implementation of lessons that include the standards of mathematical practices that embed the instructional shifts.
- Teachers will meet at grade inquiry meetings to look at student work products and make adjustments to units, lessons and develop strategies.
- Teachers will engage in professional learning opportunities offered by the Network around the standards of mathematical practices and Teaching Strategies that support students with disabilities.

Strategy #2- Strengthening the use of Response to Intervention(RTI) to support student learning

- School will unpack the Go Math Response to Intervention supplemental resources (i.e. IXL, Mega Math and the RTI, Response to Intervention component of Go Math).
- The school data specialist along with the administration will identify students who fall below the bottom third; isolate the mathematical skills students need; collect and evaluate progress monitoring data every six to eight weeks.
- Administration will compile data to generate small learning groups

- Administration and RTI service providers will meet at a six to eight week intervals to evaluate student growth and plan focused learning plans.
- Administration will also utilize the data to support the School Implementation Team, SIT, to create more rigorous and grade appropriate Individual Education Plans, IEP, for students with disabilities.

Strategy #3- Saturday Intensive Academy to support the bottom third of students in Mathematics

- Purchase of Common Core Resources to support student learning (i.e. Strand by Strand Mathematics).
- Select top tiered teachers to create customized learning plans utilizing progress monitoring to evaluate the effectiveness of instruction and student progress toward meeting the goal.
- Provide 5 Saturday Intensive sessions designed to provide direct or small group tutorials.

Strategy #4- Math and Technology Cluster Teachers

- The school's math and technology cluster teacher to support college and career readiness resulting in improved student work products (i.e. Performance tasks & IXL mastery & lesson completion data).
- The school will deliberately structure professional development periods in order to further collaboration among teachers.
- Technology resources will be procured. (Mega Math, I-tools and IXL)

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

- Professional Development curriculum team liaisons and administrators will support the teacher teams in curriculum planning and instructional support throughout the year.
- The data specialist along with the administrator will use the results from the progress monitoring data to create cycles of support, RTI, for identified students.
- Selected teachers will provide a Saturday Intensive 5 Saturdays, beginning in March, designed to provide direct/small group tutorials

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

- Teachers will consistently provide rigorous instruction that is aligned to the Common Core Learning Standards by revising unit plans, individual goals for students and performance tasks
- Success is measured by attaining a benchmark score 80% within the identified priority standards
- Students and parents will have a greater understanding of next steps so that they may work with the school community toward greater success by increased practice and usage of the IXL program

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

- Throughout the year, teachers will be engaged in the effective use of teacher teams for both curriculum planning and/or tiered professional development, as per United Federation of Teachers contract. Professional Development cycles are six to eight weeks in duration, starting January 2015 and ending in June 2015
- Saturday Intensive Academy will commence in March 2015 for a 5 week cycle and will cease in May 2015

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

- The school will institute common planning periods that supports teacher development in the area of curricular planning and lesson planning.
- Additional instructional resources will be purchased in order to strengthen students' fluency and conceptual understanding (i.e. IXL)
- Funding will be set aside for teachers to teach Saturday Intensive Academy

- Technology resources will be utilized (i.e. Mega Math, I-tools, and IXL)

Strategies to Increase Parental Involvement

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

- Scheduled meetings, October 2014, to explain curriculum expectations for students who fall into the bottom third in mathematics
- Saturday workshops for parents 2x a month, whenever applicable, to support CCLS in mathematics
- Blackboard Connect communication system to contact student families regarding school events and important information

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title 1 SWP
- Citywide Expectation funding
- Data specialist funding.

Goal and Action Plan #3

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

Annual Goal #3

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

According to ADVANCE data in the 2013-14 school year, teacher performance in Domain 3 indicated that approximately 55% of teachers were rated effective in Domain 3b (Questioning and Discussion). By June 2015, we will increase the number of teachers who are effective in this domain by 5% as outlined in the Danielson Framework for Effective Teaching through the use of tiered professional learning, data analysis and the observation process.

Comprehensive Needs Assessment

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

Based on the Individual Planning Conference, formal and informal observations and the Measures of Student Learning (MOSL) data, we recognize the need to further support teachers practices in this way which will result and improve instruction (i.e. modeling, close reading strategies, question and discussion prompts & routines planning for engagement).

Instructional Strategies/Activities

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

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

Strategy #1- Aligned ADVANCE Professional Development

- The administration will conduct Individual Planning Conferences outlining academic and instructional expectations as well as professional responsibilities that align with the school's instructional focus (The use of academic language to support questions & discussion).
- Deliberate professional development will target ways teachers can develop their competency around coherent instruction, questioning and discussion and academic vocabulary.
- Frequent cycles of observations with clear expectations for teacher practices will be conducted throughout the year.
- Instructional rounds will be conducted to support teacher development; identify purposeful teacher practice; align professional goals.

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

- School administrators, Talent Coach and Network Personnel will provide guidance in identifying model lessons and strategies that engage all learners (English Language Learners and students with disabilities)

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

- Teachers will view model lessons and identify purposeful moves that lead to improved quality of student work products (i.e. performance task in writing and mathematics)
- Teacher will respond to evaluation forms given at the end of the Professional Development cycle to determine effectiveness
- Teachers will move from developing to effective as detailed in Danielson's Framework for teaching in Domain 1E Designing Coherent Instruction 3b Questioning and Discussion

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

- Bi-weekly professional development sessions will begin in September 2014 and will end in June 2015

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

- The school will use its professional development hours, as per UFT contact, to support teacher development as planned by the Professional Development

Committee

- PD curriculum team liaisons and administrators will support the teacher teams in curriculum planning and instructional support throughout the year

Strategies to Increase Parental Involvement

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

Non applicable

Budget and Resource Alignment

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

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title 1 SWP
- Citywide Expectation funding
- Data specialist funding
- Professional instruction materials to support curriculum development during the regular school day.
- Teacher per session for planning, when applicable

Goal and Action Plan #4

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

Annual Goal #4

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

According to our Learning Environment Survey for the 2013-14 school year the percentage of parents who felt that they were contacted to attend a workshop, program, or performance was 34%. By June 2015, we will increase parental involvement by 6% by utilizing the Parent Coordinator and updated communication system (Blackboard Connect) to strengthen home and school connections.

Comprehensive Needs Assessment

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

After reviewing our 2013-14 Learning Environment Survey, we noted the following:

After reviewing our Learning Environment Survey, we noted the following:

- In the area of Academic Expectations and Parent communication P.S. 55 only had 42 % of parents strongly felt that they were properly informed about Academic Expectations in terms of keeping their child on track for college and career readiness.

Instructional Strategies/Activities

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

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

Strategy #1- Increasing Parental Communication through the use of the Parent Coordinator to better assist parents in understanding the goal of Career and College readiness.

- The school will hold parent meetings with parents who have been identified as approaching the standards (Sept. 2014)
- Scheduled on-going meetings/communications with parents on Wednesdays, as per UFT contract, to inform parents as to students' progress
- 8 Saturday Workshops for Parents to support Common Core expectations for parents of students in grades Pre-K-5 (Sept-Jan=5) (Feb-June=5)
- Inclusion of parents to attend the 1st of our Saturday Academy to inform them of expectations for the program beginning in March (5 Saturdays)
- Middle School Orientation Meeting-November 11, 2014
- Blackboard Connect Communication system to contact student families regarding school events and important information
- Parent Coordinator acts as the liaison between teachers, administrators and parent to address and resolve any concerns/needs, whenever applicable

Strategy #2- 15 week intensive music program designed for grades Pre-K – Grade 1

- To engage students and families in song and movement to promote family socio-emotional & physical development through the arts
- Culminating activity will take place in May to showcase what students and parents have learned as a result of the integrated family workshops

Strategy #3- GED and ESL classes

- To engage parents in a learning community to better support their children.
- GED Mondays and Fridays 9-2, General Education Development provided by continuing Adult Education instructors from the DOE, Department of Education
- ESL Tuesdays-Thursdays 9-1 , English as a Second Language provided by Instructors from the DOE, Department of Education

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

- The administration, parent coordinator and teachers will collectively work together to bridge the home to school connection

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

- Parents will be informed of strategies that support the changing academic and curricular expectations
- Parents will be invited to participate in a culminating activity after the 15 week music program in May
- GED and ESL classes attendance rate at or above 90%

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

- Throughout the year, the school will plan professional development and will provide parents with supports to help them prepare their children for college and careers.
- GED and ESL classes for parents. GED classes are Mondays and Fridays, while ESL classes are Tuesdays-Thursdays beginning in October. 2014 and ending June 2015
- 15 week music programs begins February 2015 –May 2015

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

- EDU Music for Grade 1 (15 weeks beginning in Feb. 2015 and ending in May 2015).
- Bracy Music Program for Pre-K and K (15 weeks beginning in Feb. 2015 and ending in May 2015)
- Two NYCDOE adult education teachers, 1 GED and 1 ESL – funded through the Department of Education’s Continuing Adult Education Program

Strategies to Increase Parental Involvement

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

- Inclusion of parents to attend the 1st of our Saturday Academy to inform them of expectations for the program
- Blackboard Connect communication system to contact student families regarding school events and important information
- Culminating activity in May for parents of Pre-K -1

Budget and Resource Alignment

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

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

- Title 1 SWP
- Teacher per session
 - Supervisor per session
 - Instructional materials determined by facilitators

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

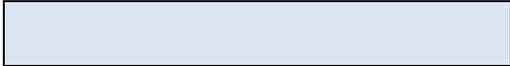
	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	<ul style="list-style-type: none"> • Shared reading • Shared writing • Guided Reading • Use of complex text (non-fiction) • Repeated readings • Imagine Learning 	We support At-risk learners with : <ul style="list-style-type: none"> • Foundations K and 1 (small group) • Voyager for grades 2 and 3 (small group) • Achieve3000 for grades 4 and 5 (small group instruction) • ELL students through an early morning Title 3 program utilizing Imagine Learning (small group instruction) 	<ul style="list-style-type: none"> • During the school day on Wednesdays – Fridays for 40min
Mathematics	<ul style="list-style-type: none"> • Problem solving strategies • Mathematical practices • IXL program • Mathematical modeling 	We support At-risk learners with : <ul style="list-style-type: none"> • Chess Club (Enrichment) with our math/science cluster teacher • Go Math RTI components through small group tutorials. 	<ul style="list-style-type: none"> • Morning 1X a week on Wednesday beginning in January • During the school day on Wednesdays – Fridays for 40min
Science	<ul style="list-style-type: none"> • Use of complex text (non-fiction in the content area) • Repeated readings • Questioning and respond to text 	<ul style="list-style-type: none"> • Achieve3000 for grades 4 and 5 (small group instruction) 	<ul style="list-style-type: none"> • During the school day on Wednesdays – Fridays for 40min
Social Studies	<ul style="list-style-type: none"> • Use of complex text (non-fiction in the content area) • Repeated readings • Questioning and respond to text 	<ul style="list-style-type: none"> • Achieve3000 for grades 4 and 5 (small group instruction) 	<ul style="list-style-type: none"> • During the school day on Wednesdays – Fridays for 40min
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling provided by: <ul style="list-style-type: none"> • Guidance counselor • School psychologist • Social Worker 	School-Community service and dealing with social-emotional that impact learning <ul style="list-style-type: none"> • 1 to 1 	<ul style="list-style-type: none"> • During the school day on Wednesdays – Fridays for 30min



- Small groups of 3-5 students, depending on needs



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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Teachers collaborate on grades and are supported in their planning and delivery of lessons (teacher teams) • Collaboration with Human Resources to fill leave replacements/vacancies • Inter-visitations • Study groups (when applicable) • Continued work on Instructional Handbook which highlights expectations and best practices (updates are on-going)

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).
<ul style="list-style-type: none"> • In-house and off-site Professional Development • Inter-visitations • Teacher development plans aligned to Danielson Framework for Teaching (ADVANCE) Sept. 2014- June 2015 • Professional Development Calendars (monthly) • Professional Development committee to disseminate information and update Professional Development plan (Twice a month) • Study groups (when applicable)

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<p>Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration and teachers. Parent engagement involves the sharing of goals, curriculum and instructional methods/strategies. Home/school links with parents will allow parents of students to become more familiarized and comfortable with the curriculum and academic expectations for their children. This accomplished through the following:</p> <ul style="list-style-type: none"> • Open houses • Blackboard Connect communication system • Cultural Awareness Week: Week of 11/17/14 • Multicultural Dinner: Evening of 11/20

- Family Craft Night: May 2015
- Learning Leaders workshops: 3 days in October 21-23rd, 2014
- Go Math Parent workshop Saturday: Sept. 13 and Oct. 18th, 2014, additional workshops are provided based on need throughout the year
- Parent Literacy workshop Saturday: Sept. 10 and Oct. 25th, 2014, additional workshops are provided based on need throughout the year
- GED and ESL classes: Sept. 15, 2014 -June 2015 (Mondays and Fridays from 9:00 -2:00pm) and Oct. 15 -June 2015 (Tuesday -Thursday from 9:00- 1:00pm) respectively
- Week of Heroes: Week of 11/10/14
- Book Fair: Week of 11/10/14

The needs of the parents are also evaluated by the school’s Learning Environment Survey, ongoing conversations , PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies, when applicable.

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 P.S. 55 MOSL Team met to discuss and made decisions in regards to the new Teacher Evaluation and Development System. Under the Education Law 3020.AC, we have been charged with making decisions in regards to the local measures of student learning for our school. The local measures of student learning will comprise 20% of the Teacher Evaluation and Development System.

After careful review, we have decided to recommend to you that the default option is what would be an appropriate fit for our school. We have made this determination based on several different factors. The default option is an appropriate fit for our school because its guiding principles make sense for both our teachers and our students. First, the default option is feasible and can be implemented without burden. It allows us to use the systems that we already have in place. Some of those systems are CAFÉ, and VOICES. In addition, it is fair because it does not disadvantage our educators based on the population that we serve. It also allows for a shared responsibility on the part of all of the educators. The default option allows for a school wide approach where all of the teachers are working together towards a shared instructional focus. This option also allows for transparency and everyone in grades K-5 is held accountable to obtain and implement the common core.

Furthermore, this model does not introduce new work to our school. We considered the fact that our school would continue the use of ReadyGen and Go Math. We will also be rooting targeted feedback to teachers within Danielson’s Framework. This model compares student performance to other similar student’s performance across the district to calculate growth and gives teachers credit for exceeding predicted growth.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

P.S. 55Q will 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;

P.S. 55Q will 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;

P.S. 55Q will 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;

P.S. 55Q will provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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 (SCEP) 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	\$245,745.72	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$132,706.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,362,099.00	X	See action plan

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:

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, 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.

**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 28	Borough Queens	School Number 055
School Name Maure 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 Ralph Honore	Assistant Principal Marc Slippen
Coach type here	Coach type here
ESL Teacher Katina Kourounis	Guidance Counselor Frank Diaz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Darlene Prunty
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	493	Total number of ELLs	32	ELLs as share of total student population (%)	6.49%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	3	3	2	2	2	2								14
SELECT ONE														0
Total	3	3	2	2	2	2	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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										0
Dual Language										0
ESL	30			2						32

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	30	0	0	2	0	0	0	0	0	32
Number of ELLs who have an alternate placement paraprofessional: <u>1</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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	4	6	1		1									12
Chinese														0
Russian														0
Bengali														0
Urdu		1												1
Arabic														0
Haitian	1													1
French														0
Korean														0
Punjabi	2	9	3		1	2								17
Polish														0
Albanian														0
Other				1										1
TOTAL	7	16	4	1	2	2	0	32						

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								3
Intermediate(I)		2	1											3
Advanced (A)	1	11	2		1									15
Total	1	13	3	0	2	2	0	0	0	0	0	0	0	21

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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)								
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.
 After reviewing the School Report Card, Standardized Test Data and NYSESLAT results, it was determined that our ELL population in testing grades 3-5 continually perform better in the area of mathematics than in literacy. Benchmarks are derived from the researched based literacy program, Literacy By Design, which is aligned to Fountas and Pinnell reading levels. With a more intense and rigorous

application of knowledge through the use of higher order thinking skills, this will build upon the strengths of ELL's and we should be able to see a continuous increase in performance in literacy, while aligning pedagogy to the CCLS.

The implications these results have on the LAP are as follows: 1) We must provide common planning time for collaboration between classroom teachers and the ESL provider to identify specific linguistic and academic difficulties of individual students. 2) We must select themes for interdisciplinary units revolving around the Balanced Literacy Workshop Model to increase differentiated instructional strategies and to increase accountable talk. Increasing accountable talk will build the confidence and support that ELL's need to feel comfortable to speak and participate in their everyday classroom environments. 3) Increase classroom libraries in native languages whenever possible. Additionally there is a need for more multicultural books, trips and experiences to expose students to all cultures in order to create a more diversified learning environment. 4) There needs to be a more concerted effort in adapting written materials into the appropriate language for parents and students. 5) We must increase the use of hands on instruction in math, science and technology. Reason being, that visuals enhance learning methodologies and ELL's will have a better recollection by using "hands on" teaching strategies. 6) We must increase parental involvement in their children's school work, as well as homework and extra help through workshops. Parents should be aware that regardless of their language deficiencies there are methods and strategies that can be used to become more involved with their child's education. 7) We must increase the writing instructional expectations for Response to Literature in grades K & 1 and for Narrative, Opinion/Argument and Informational writing in grades 2-5. By raising the bar and pushing the children to think at higher levels, this will only benefit the students by helping them to develop language that will strengthen their writing pieces and also build their vocabulary. This will also help ELL's by allowing them to interchange words and generate better developed sentence structure. 8) We must increase the use of portfolio assessments, rubrics and observations that are aligned with ESL standards, when deemed appropriate. 9) Finally, start looking more closely at student work to set clear expectations and performance based outcomes.

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

Even though there are no trackable patterns based on the LAB-R's, the information does show that a majority of the ELL's come from lower grades as opposed to the upper grades. By using the NYSESLAT Modality Reports we are able to utilize this data to see what area(s) that the ELL's are struggling and stagnant in and therefore we are able to build upon and teach to help continue the growth and proficiency levels of all our ELL's.

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

3. The one noticeable pattern found in the ELL population of PS 55 is that our students fare poorly in the area of listening and writing. NYSESLAT data is used to support our ELL students in gaining access to and aligning it to our school-wide Tiered Vocabulary initiative. The purpose of the initiative is to promote the use of academic vocabulary with which students can engage in higher level discussions and conversations.

Our goal is to move the majority, 66%, of ELL our students who are currently at the Intermediate or/and Advanced level to the proficient level on the NYSESLAT. Using the results from the identified NYSESLAT modalities effects instructional decisions by allowing us to target and focus on specific modalities such as listening and writing; where our students are generally weaker. The areas of listening and writing are targeted during unit planning sessions between the ELL teacher and classroom teacher. In order to move ELLs to the proficient level administrators and teachers use modality specific NYSESLAT data, scaffolds, graphic organizers, differentiation, purposeful grouping, small group instruction, and other various strategies during planning sessions and instruction.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

An early morning A.I.S. Program for ELL students in grades 1-5 with a start date in the month of October (Mon-Thurs) and an end date in June 2014.

Parent Workshops in Literacy, Mathematics and Technology conducted by teachers, Guidance Counselor, Parent Coordinator and teachers.

- Math and Technology cluster support students and parents in meeting instructional expectations in math and literacy
- Reading Center is where students are exposed to a variety of literature to support close reading of complex texts
- Health/Nutrition in which students are exposed to good eating, exercise, hygiene in order to remain healthy

By addressing these specific areas we provide our students with the necessary problem solving and language/sophistication skills necessary to be successful. These programs link core instructional strategies (accountable talk, cooperative learning, inquiry and investigative skills) with proven research. Based on second-language acquisition, we can better service the specific needs of our test taking

ELL population by building and implementing strategies that are aligned with the CCSS such as: "The 3 Phases of Instruction," (preparing to learn, interacting with the text and extending the learning). With strategies like these our ELL's will be able to learn the academic language behind the content.

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](#).)
Using NYSESLAT modality reports, teacher observations and student work we are able to gauge and target specific areas of need in order for RTI (Response to Intervention) personell to be able to focus on those concentrated areas of need.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered by having the ESL teacher plan with the teachers across the grades and incorporating diffferentiated instruction and scaffolding strategies to address second language development. Additionally, Network professional development is provided to support teachers of ESL students. Additionally, administration has carefully organized classrooms to provide push-in support to small groups of ESL students.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We are able to evaluate the success of our ELL's by using the NYSESLAT reports in order to see the progress the students have made since the prior year , we also are able to evaluate student progress throughout the year by teacher observations, through communication and student work. Additionally, we utilize RTI data, benchmark reading data, and interim assessment data to evaluate success.

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](#).)
PS 55 is a Title 1 school located in District 28 in the Richmond Hill section of Queens. Our school is made up of approximately 500 children from Pre-K to Grade 5. PS 55 currently serves an ELL population of 32 students in grades K-5. PS 55 has a Free Standing English as a Second Language program that emphasizes English language acquisition, with the support of their native language through the areas of listening, speaking, reading and writing when necessary.

The home languages of the majority of these students are Spanish and Punjabi. We have had a small influx of various languages such as, Urdu and Hindi. Our students are identified through the use of HLIS, LAB-R and NYSESLAT. They are serviced according to the guidelines established by CR Part 154. Identification of students new to the program is conducted as follows: 1) All new admits are processed through the pupil accounting secretary with the assistance of a licensed pedagogue (ESL teacher). 2) The licensed pedagogue conducts an informal interview by asking questions such as: previous schooling, new to the NYC public school system, if the family speaks another language, etc... If they are new to the DOE, they are required to fill out a Parent Survey. If there is a language issue and the parents need extra support our ESL teacher, Guidance Counselor Frank Diaz, and SSA Ahktar and other licensed pedagogues are available to translate in Spanish, Punjabi, Urdu, Hindi, Bengali, French, Haitian Creole, and Greek. The Parent Survey is then reviewed by the ESL teacher within the first 10 days of admittance into the NYCDOE to determine if the student is eligible for testing. A computer generated memo is also printed out and cross referenced with the new admit slips printed out by ATS to make sure that newly admitted students who are eligible to take the LAB-R's are tested within the 10 day period. 3) The ESL teacher then administers the LAB-R and the Spanish LAB which is administered by the ESL teacher , to Spanish speaking

students who score below the cutscore on the LABR. 4) Once the scores are determined from the LAB's, the ESL teacher contacts the parent to invite them to a Parent Orientation in which they discuss appropriate placement and alternative programs and their implications. 5) Finally, any ELL students who have not made adequate yearly progress determined by the NYSESLAT and ATS reports such as: RNMR, RLAT, and RMSR are discussed during our monthly PPT meeting in consultation with the ESL teacher to determine whether it is a language problem or a processing issue.

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.

After reviewing the Parent Surveys and Program Selection forms, we provide all parents with an orientation and video that describes freestanding programs and information on alternative programs (i.e. Bilingual). Placement letters, Parent Survey, and Program Selection forms go out to all the parents whose children did not pass the LAB-R and are required to have ESL. The letters go out immediately after the scoring is completed. The Parent Orientation is held within the first few days of testing. A log is kept of when the letters were distributed along with the dates and times of the Parent Orientations. If the parents are a "no show" on the first attempt, another round of letters are sent out and are logged as well along with new dates and times of another Parent Orientation. After the second attempt a phone call is made to the parents as a courtesy reminder that they have missed the workshops and also notifying them that a third meeting will be attempted. The students are then appropriately scheduled according to CR Part 154 in a Freestanding ESL program. If the parents choose a TBE/DL program they are notified that the school is currently taking a tally and if 15 or more parents chose a TBE/DL program for their child a program will become an option at our school.

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

All letters are addressed to the parents or guardians of those ELL students. The teachers are also notified that letters are being sent home to the parents. All letters that are sent home are kept in a log book by the ESL teacher. The Parent Surveys and Parent Selection forms are collected and stored by the ESL teacher. All placement letters are sent home to families in English as well as in their native tongue, if needed. Upon receipt the letters are logged in a book kept by the ESL teacher. Written translations of communication to parents are also done by our Guidance Counselor, Frank Diaz and our SSA Ahktar when applicable.

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.

After reviewing the Parent Surveys and Program Selection forms, we provide all parents with an orientation and video that describes freestanding programs and information on alternative programs (i.e. Bilingual). Placement letters, Parent Survey, and Program Selection forms go out to all the parents whose children did not pass the LAB-R and are required to have ESL. The letters go out immediately after the scoring is completed. The Parent Orientation is held within the first few days of testing. A log is kept of when the letters were distributed along with the dates and times of the Parent Orientations. If the parents are a "no show" on the first attempt, another round of letters are sent out and are logged as well along with new dates and times of another Parent Orientation. After the second attempt a phone call is made to the parents as a courtesy reminder that they have missed the workshops and also notifying them that a third meeting will be attempted. The students are then appropriately scheduled according to CR Part 154 in a Freestanding ESL program. If the parents choose a TBE/DL program they are notified that the school is currently taking a tally and if 15 or more parents chose a TBE/DL program for their child a program will become an option at our school.

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.

When testing begins, students are taken one by one starting from kindergarden to be administered the speaking portion of the NYSESLAT. Once the speaking portion is completed, the listening portion is administered. The listening portion is administered in groups by grade bands. The reading and writing portions of the NYSESLAT are given when the listening portion is completed. The procedure is continued until all students have been administered the NYSESLAT and all make up have been given where applicable. Once all ELL's have taken all parts and the testing window has closed the scoring portion begins until completed.

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. 

At this time there are no identifiable trends in parent choice. Native speakers of Spanish and Punjabi prefer to keep their children in our Freestanding ESL program. The data is derived from our demographics report found in ATS. Freestanding ESL is a parent choice in the Program Selection form. Parents may choose 1 out of 3 choices. If the parents choose either DL or TBE, they will be advised that the school is currently tallying their preferred program selections and if 15 or more parents select a specific program the school will accommodate those children.

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])?

After reviewing the Progress Report, Learning Environment Survey, Standardized Test Data and NYSESLAT results, it was determined that our ELL population in testing grades 3-5 performed significantly lower in the area of mathematics and literacy due to the increasing demand for literacy (i.e. complexity of text), problem solving and processing writing in mathematics. Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore, by linking the CCLS with instructional strategies (differentiated instruction, cooperative learning, Workshop Model, inquiry and investigative problem solving) and coupled with proven research based on second-language acquisition, we can better target the specific needs of our test-taking ELL population. A focal point of the Title III instruction is to provide language development through Imagine Learning software during the extended day sessions, Monday through Wednesday as well as an early morning program involving students in grades 1-5 beginning in October and ending in June. The early morning program will run 4 days a week, Monday through Thursday for the duration of 30 minutes a day. Instruction is geared around the following objectives:

- Vocabulary development/fluency and comprehension
 - Test sophistication skills/ targeted support
 - Literacy based activities in English with reinforcement prompts in their native tongue for language support
 - Articulation exercises in English with native language support for encouragement and reinforcement
 - Activity based lessons at the end of every section for positive reinforcement
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The program model used to deliver content area instruction to ELL at PS 55 is the Free Standing model. If and when requested, (based upon student enrollment) the dual language model is made available. Delivery of instruction in the push in model is primarily in English. ReadyGen and Go Math are the primary source of curriculum used at PS 55. Each has tools and components that provide strategies for success of ELL students. The ESL teacher and the classroom teacher use the parallel teaching method for whole class and small group instruction. The parallel teaching method provides better targeted introduction for individual students as teachers are able to plan for multiple entry points, which allows for successful access to complex texts. Methods and strategies include:

- Teaching through informational text
- Scaffolding for difficulties presented by informational text
- Close Reading: Giving students less text to read in order to allow students to re-read text for accuracy and comprehension
- Looking for nuances within the text
- Facilitating evidence based discussion
- Encouraging students to recognize word relationships (comprehension of tense, word meanings, syntax)

During instruction the ESL teacher offers picture support, translation (when applicable), delivers and reinforces the aforementioned methods to ensure fluid language acquisition.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The majority of P.S. 55 ELL students are in between the ages of 5 and 7. Whereas many speak their native language very few can read or write it.

Translated versions of standardized testing are acquired when available.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through teacher observation, student work, and planning with the ESL teacher accordingly. All ELL baseline data NYSESLAT and LAB-R is reviewed prior to the start of the school year. Classes are specifically designed to group ELL students based on performance (L,M,H). This tiering allows for better monitoring of student progress.
Using NYSESLAT reports such as the modality report, teacher observations, and student work, as well as periodic assessment data we are able to gauge and target specific areas of need in order for RTI personnel to provide instruction in those areas.
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).

Teachers alongside with the ESL teacher provide differentiated instruction as needed, small group instruction, use of various scaffolds. Students always receive extra support from the ESL teacher even after students test proficient they are aware that they can always come for extra help and support from the ESL teacher.

A. SIFE:

Assess students' prior knowledge in content areas. Based upon the data, teachers scaffold content area lessons and provide extra support such as pictures, tables, charts, and graphs. Additionally, teacher's frontload content area vocabulary and use supplementary materials that are available for the content area subject matter.

B. New ELL's (Less than three years)

ELL's receive differentiated instruction, extra supports, visuals, RTI, small group instruction, translation when needed, and scaffolds during lessons. ESL and classroom teacher plan strategically using the NYSESLAT test to encourage students to be vocal in the classroom setting.

C. ELL's (four-six years)

Teachers use the NYSESLAT data to target modalities that ELL's are weakest in or showing a lack of growth in and focus on various

strategies domain to each modality, to help the ELL's in the content areas. This promotes students' abilities and skills so they are eventually successful at testing proficient and/or showing progression throughout the year.

D. Long Term ELL's (6+ years)

(THE MAJORITY OF THESE STUDENTS ARE SWD's AND TEST WELL IN ALL MODALITIES EXCEPT FOR WRITING WHICH IS THE CAUSE OF THESE STUDENTS FAILING TO TEST PROFICIENT)

Usually SWD's work with the teacher using graphic organizers, various scaffolds, and in targeted areas.

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?

The "Juicy" word initiative supports all students particularly ELLS and SWD to build a stronger academic vocabulary. Additionally, the school wide instructional focus on Questioning, Conversation and Discussion using tiered academic vocabulary fosters instruction where students are frequently asked to cite evidence and explain their thinking. In these scenarios students are continually listening to peers and teachers for models of language and are pushed to engage. Ready Gen, and Literacy By Design literacy programs both provide content specific material where students must engage using academic vocabulary in response to higher order questions. Additionally, the Go Math curriculum grade level materials provide many hands on and technology based materials to support thinking and language.

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?

The school supports ELL-SWD in achieving their IEP goals through the following:

- *Scheduled block of time for Voyager or Achieve 3000 (researched based program).
- *Scheduled push in by service providers in order to provide targeted small group instruction.
- *Cooperative planning time
- *Benchmark review of progress based on scantron, running records and classwork
- *The use of Wordly-Wisesystemic vocabulary program

Courses Taught in Languages Other than English ⓘ

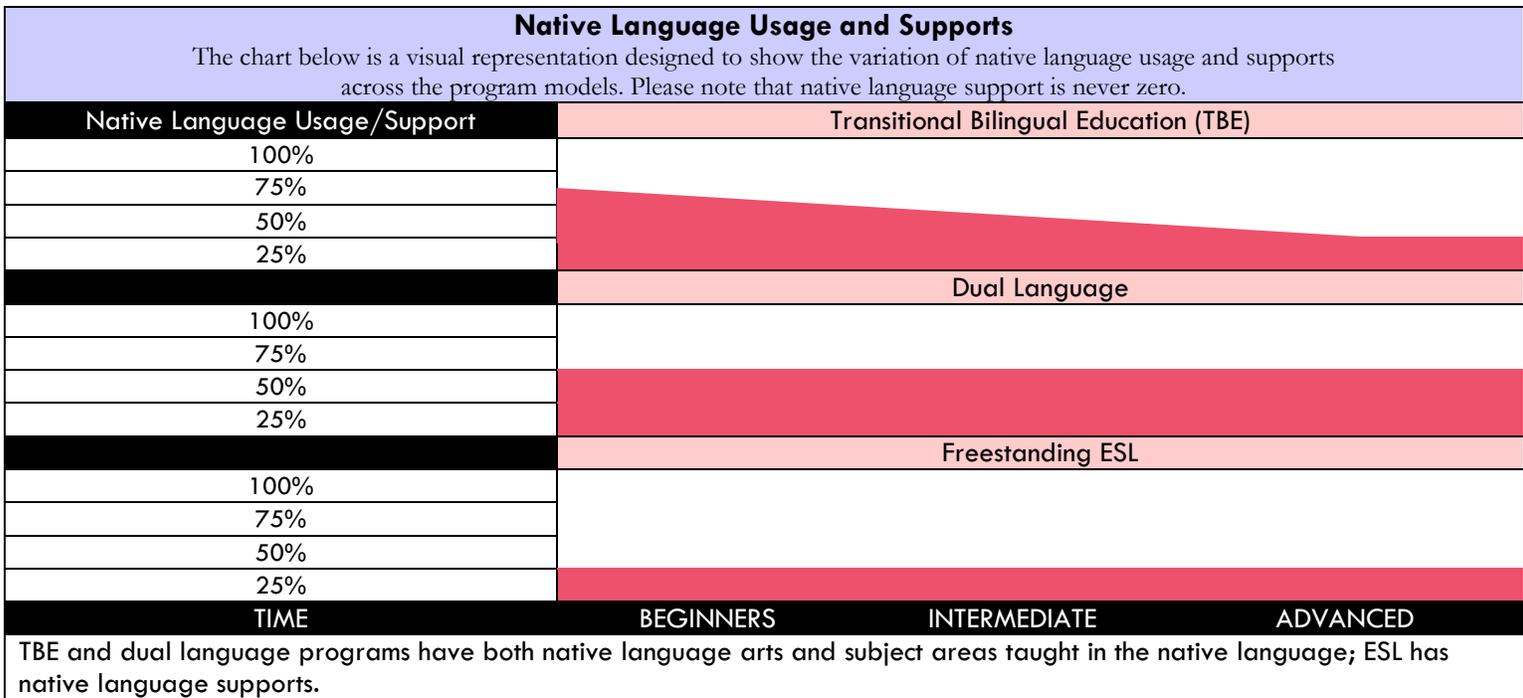
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	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



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.

Targeted before-school instruction will begin with the students in grades 1-5. These students will be identified and participate in a before school instructional program. These students are identified based on their assessment data (standardized scores, classroom observations, teacher estimate, running records etc...). Certain benchmarks are listed for students based on NYSESLAT,, CAA (Computer Adaptive Assessments), and student work in ESL. Students may also be offered the morning program, AIS and SETSS. Students will participate in a small instructional group four times a week for approximately 30 minutes each day. The program will run from October through June and the frequency will be 4 times/week @ 30 minutes a day Monday through Thursday supported by the ESL teacher.

Indicators of Success:

- Creation of small (no more than 15 students) instructional groups based on student performance data
- Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in ELA and Math
- Monthly professional development for instructor to review student work, progress and to determine next teaching steps
- Monitoring and recording of student achievement to set goals
- Students who participate in this program will demonstrate gains in scale scores and within performance levels on the ELA, Math, and NYSESLAT assessments.

Targeted after school instruction will consist of boys and girls in testing grades 3-5 who are in the lowest third. These students will receive small group instruction with additional support in ELA and Math. Key strategies and problem solving skills are addressed. Students who participate in this small group instruction will meet 2 times a week for 2 hours at a time. Addressing specific areas of need will provide our students with the necessary problem solving, comprehension and higher level thinking skills needed to accel on the NYS assessments. Alignment of instructional resources with school-wide goals to increase student performance on the ELA assessment will be on going and supported by the Instructional Team (Administration/NSS Early Childhood Coordinator), and classroom teachers.

Students who need transitional support will continue to receive services until they become proficient on the NYSESLAT. The needs of these students are derived from the NYSESLAT modality reports such as; RNMR, RLAT and RMSR, where targeted need areas can be pointed out and then addressed. Specific areas where students are lagging in will focused on in order to move the ELL's to proficient status on the NYSESLAT. -

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

By using the prior year's modality report along with common planning amongst grade level teachers and the ESL teacher. In this way we are able to target the needs in both content language and in the area of developing better use of vocabulary in the content areas targeted. Students are also engaged in questioning and discussion through content use and vocabulary.

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

We have considered the following programs and changes:

*Tiered classes for ESL students

*Wordly Wise vocabulary program

*Push-in model with increased frequency

*Use of Voyager program

*Finding another technology based program other than Imagine Learning due to the demands of the CCLS (text complexity)

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

At this time we are considering adding to the Imagine Learning program. Due to the demands of the Common Core Learning Standards we are seeking another program that better suits the needs of our students and the demands of the curriculum.

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

ELL's will only discontinue services if they test out of the spring NYSESLAT and test proficient in all areas. All ELL's are afforded equal access to all school programs whether general education or special education. These students participate in all subject areas such as, Math & Technology, Reading Center, Science, Health and nutrition, Phys. Ed. etc... Technology is also provided to ELL's through the use of Imagine Learning software and during open access time in the computer lab. The Imagine Learning program is used during the morning program, AIS and by classroom teachers.

Native language support is only provided in Spanish only and it is used for beginner and struggling ELL's as added support while learning content area academics. All services correspond to ELL's ages and grade levels by the use of the NYSESLAT and state curriculum. We currently do not offer language elective to ELL's. Additional independent reading resources (leveled by genre, and content based) have been purchased for classroom libraries to support students as they become fluent readers. Additional teaching resources (mentor texts and read alouds texts) have been purchased to support each of the units of study in Reading and Writing workshop.

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

The following instructional materials are used to support instruction for ELL students:

-Graphic Organizers

-Imagine Learning (CCLS aligned computer software designed to promote skills in grammar, phonics, vocabulary, and syntax for beginner and intermediate ELL's)

-Wordly Wise (workbook, with webpage extensions, designed to reinforce lessons in vocabulary and grammar)

-Voyager: "Ticket to Read" (computer software used to develop fluency accuracy and deeper comprehension)

-Go Math (CCLS aligned)

-My Talking Dictionary (interactive software designed to reinforce an ELL students' native language as well as second language [English]).

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

Translation services are provided when necessary. Additionally, students are supported by being paired with a peer who speaks a common language. The ESL teacher provides ELL's with interactive bilingual dictionaries, and instructs on the use of a Thesaurus. Teachers also provide bilingual flashcards with picture support.

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

Based upon the curriculum age appropriate resources are distributed to teachers to ensure that each of our ELL students increase their proficiency levels and abilities in every area of the four modalities.

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.

P.S. 55 conducts various parent orientations, workshops, and our annual Multi-Cultural dinner. Additionally the ESL teacher conducts a morning program which operates Monday-Thursday from 7:45 to 8:15 am, from October to June. This program gives extra support to beginners, ELL's who are new to the school, as well as provides a platform by which former ELL's remain connected. We now need to consider activities for our newly enrolled ELL's more so for our incoming kindergarden (ie: Turning 5 cases)

18. What language electives are offered to ELLs?

There are no language electives provided to our student body.

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.

Professional Development initiatives have already been implemented at PS55. All common branch and special education teachers are included during these professional development workshops. These workshops are primarily for Literacy strategies for LEP students and for teachers to be able to utilize and implement these techniques with all content area work. The workshops are to familiarize teachers with the ESL mandates for Literacy and Mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questions, Problems and Solutions, Bridging Knowledge, Academic Language and etc.. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

- Time provided for collaboration between classroom teachers and ESL teachers
- Instruction on use/incorporation of Technology for ELL students
- Analyzing ELL interim assessments to better drive instruction
- Adapting written materials into appropriate language for students and parents
- If budget allows, outside consultation and/or in-service consultation will be provided
- Language Acquisition Development workshops provided by NSS

We have begun to examine the individual needs of students by looking at teacher's assessment data, IEP's, classroom observations, and running records to determine special needs students in this subgroup who would benefit from mainstreamed ELA instruction.

Indicators of Success:

- Creation of a mainstreaming committee consisting of related service providers, administrators, and classroom teachers who will assess each child considered for mainstreaming and support that student's transition to a general education environment and maintain data on the student's progress and achievement.
- An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.
- Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers are proficient at collecting data, but some need to understand how to look at the data they have gathered in order to form flexible groups in which they utilize a variety of instructional strategies and differentiate student learning processes.
- Alter scheduling to include additional common preparation periods by grade, to ensure that classroom teachers understand and facilitate various teaching strategies and best practices.
- Increase use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups etc...).

When: All school year

Frequency: Daily

Supported by: Classroom Teachers and Instructional Cabinet

Indicators of Success:

- More effective use of common planning time
- An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment (mainstreaming), in which their academic needs are more efficiently met
- More standardized, cohesive methods and/or systems of data collection that is evident across all grades
- Teacher proficiency increase in data analysis
- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic groups
- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
- Data derived from Imagine Learning data base
- Increase in student achievement across all levels as students receive instruction as a result of looking at student work

As ELLs transition from one school year to the other they will receive support by the guidance counselor who will discuss concerns, issues and reach out to the new school in order to make the transition as easy and as comfortable as possible for ELL students and parents. ELL training for all staff is conducted throughout the course of the year through faculty conferences, professional development in

the beginning of the year and carried on during monthly scheduled P.D.s as well (ie: Scaffolding Close Reading of Complex Texts, Gradients in Complexity of Informational Texts , Reading for Purpose and Meaning, Core Instructional Focus and etc...). Records are maintained through the use of sign in logs and agendas.

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?

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration, ESL teacher and teachers throughout the school. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Family Craft Night and workshops geared towards helping their child get ready for the state exams. Parents are also utilized throughout the year on our lower grades.

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
- Creating a year long calendar of Parent Workshops in response to Parent Survey
- Emphasizing the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)
- The role of the class parent will be to assist in coordination of class activities, share information with parents and encourage participation in parent workshops.
- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations , PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ralph Honore	Principal		11/18/13
Marc Slippen	Assistant Principal		11/18/13
	Parent Coordinator		1/1/01
Katina Kourounis	ESL Teacher		11/18/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q055 School Name: Maure

Cluster: 2 Network: 209

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

Part A: Needs Assessment Findings

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.

P.S. 55 is a Title 1 school located in District 28 in the Richmond Hill section of Queens. Our school is made up of approximately 500 children from Pre-K to Grade 5. PS 55 currently serves an ELL population of 32 students in grades K-5. PS 55 has a Free Standing English as a Second Language program that emphasizes English language acquisition, when applicable the support of their native language (Spanish) through the areas of listening, speaking, reading and writing.

The home languages of the majority of these students are Spanish and Punjabi. We have had a small influx of various languages such as Urdu and Hindi. Our students are identified through the use of HLIS, LAB-R and NYSESLAT. They are serviced according to the guidelines established by CR Part 154. Identification of students new to the program is conducted as follows: All new admits are processed through the pupil accounting secretary and the assistance of a licensed pedagogue (ESL teacher). The licensed pedagogue conducts an informal interview by asking questions such as: previous schooling, new to the NYC public school system, if the family speaks another language, etc... If they are new to the DOE, they are required to fill out a Parent Survey. A computer generated memo is also printed out and cross referenced with the new admit slips printed from ATS to make sure that newly admitted students are eligible to take the LAB-R's are tested within the 10 day period. The ESL teacher then administers the LAB-R and if spanish speaking students score below cutscores on the LABR they are administered the Spanish LABR. Once the scores are determined from the LAB's, the ESL teacher contacts the parent to invite them to Parent Orientation in which they discuss appropriate placement and alternative programs and their implications. Finally, any ELL students who have not made adequate yearly progress determined by the NYSESLAT and ATS reports such as: RNMR, RLAT, and RMSR are discussed during our monthly PPT meeting in consultation with the ESL teacher to determine whether it is a language problem or a processing issue.

A parent's preferred language for communication is determined primarily by the Home Language Survey and confirmed after an initial informal interview with the ESL teacher. This information is used to determine the language by which the Parent Orientation will be presented in. It is during this initial meeting with parents that the level of translation support needed is determined.

We conduct a variety of parent events in which parent volunteers are used to translate, such as parent workshops, special student assemblies, parent teacher conferences, parent meetings, and our annual Multi-Cultural Dinner. Home Language Survey data is shared with parents and teachers of the school community in all languages at the aforementioned events the data from the home language survey is shared, and it is celebrated at our annual multicultural dinner. During each parental event either written or oral translation is available (sometimes both). Faculty members who serve as translators are available throughout the school day (Ms. Lopez, Ms. Achter, Ms. DeJean, Ms. Mendez, Ms. Kourounis, and Mr. Diaz). Additionally, Google Translate and Department of Education Translations Services are used to share school communications with parents when needed.

Finally, parent volunteers such as our PTA president also assists in translation during parent meetings. Via the use of the sources above notices, letters, and memorandums are shared with parents in their preferred language.

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.

After reviewing Parent Surveys and Program Selection forms, we provide all parents with an orientation and video that describes freestanding programs and information on alternative programs (i.e. Bilingual). Placement letters, Parent Survey, and Program Selection forms go out to all the parents whose children did not pass the LAB-R and are required to have ESL. The letters go out immediately after the scoring is completed. The Parent Orientation is held within the first few days of testing. A log is kept of when the letters were distributed along with the dates and times of the Parent Orientations. If the parents are a "no show" on the first attempt, another round of letters are sent out and are logged as well along with new dates and times of another Parent Orientation. After the second attempt a phone call is made to the parents as a courtesy reminder that they have missed the workshops and also notifying them that a third meeting will be attempted. The students are then appropriately scheduled according to CR Part 154 in a Freestanding ESL program. If the parents choose a TBE/DL program, they are notified that the school is currently taking a tally and if 15 or more parents choose a TBE/DL program for their child a program will become an option at our school.

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.

All letters are addressed to the parents or guardians of those ELL students. The teachers are also notified that letters are being sent home to the parents. All letters that are sent home are kept in a log book by the ESL teacher. All letters are sent home to families in English as well as in their native tongue, if needed. Upon receipt the letters are logged in a book kept by the ESL teacher. Written translations of communication to parents are also done by our Guidance Counselor, Frank Diaz and our SSA Ahktar when applicable.

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.

Native language support is only provided in Spanish and Punjabi only. We currently do not offer language elective to ELL's. Additional independent reading resources (leveled by genre, and content based) have been purchased for classroom libraries to support students and parents.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Oral translation services are made available through Title I translation monies when applicable.

LANGUAGE TRANSLATION:

Frank Diaz - Spanish - room 123

Katina Kourounis - Greek and Spanish - room 319

Elizabeth DeJean - French, Spanish and Haitian Creole - room 130

Sharmin Akther - Punjabi, Urdu, Hindi and Bengali - room Lobby

T. Lopez - Spanish - room 145

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school posts signs throughout the building informing them of the translation and interpretation service available. We also utilize Global Connect and attempt to communicate to families through this messaging service.