

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

**DBN: (i.e. 01M001):**                   **29Q109**

**School Name:**                       **JEAN NUZZI IS 109**

**Principal:**                           **KARLEEN ADAM-COMRIE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: INTERMEDIATE SCHOOL School Number (DBN): 29Q109  
School Type: PUBLIC SCHOOL Grades Served: 6,7AND 8  
School Address: 213-10 92<sup>ND</sup> AVENUE  
Phone Number: 718-465-0651 Fax: 718-264-1246  
School Contact Person: KARLEEN ADAM-COMRIE Email Address: KADAM@SCHOOLS.NYC.GOV  
Principal: KARLEEN ADAM-COMRIE  
UFT Chapter Leader: ANN-MARIE SHEPPERSON  
Parents' Association President: JENNIE DESTEPHANO  
SLT Chairperson: LINDA WRIGHT  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 29 Superintendent: LENNON MURRAY  
Superintendent's Office Address: 222-14 JAMAICA AVENUE QUEENS VILLAGE 11428  
Superintendent's Email Address: LMURRAY3@SCHOOLS.NYC.GOV  
Phone Number: 718-264-3146 Fax: 718-712-1598

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: DEBRA MALDONADO  
Network Number: 535 Network Leader: ELLEN PADVA

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
KARLEEN ADAM-COMRIE	*Principal or Designee	
ANN MARIE SHEPPERSON	*UFT Chapter Leader or Designee	
JENNIE DESTEPHANO	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
LINDA WRIGHT	Member/ TEACHER	
SASHA LOPEZ	Member/ TEACHER	
STEPHEN GREEN	Member/ TEACHER	
CLAUDETTE HANSON	Member/ TEACHER	
DRUPATIE BALKARAN	Member/ PARENT	
KURT HALL	Member/ PARENT	
CLAREATHA BYROM	Member/ PARENT	
YUVETTE HALL	Member/ PARENT	
CAROL JENKINS	Member/ PARENT	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

We, the community of Jean Nuzzi Intermediate School 109, aspire to create a safe, professional and nurturing environment where all students become positive, self-sufficient, life-long learners.

### **MISSION STATEMENT**

The mission of Jean Nuzzi Intermediate School 109 in partnership with the community promotes and models pride and excellence through high expectations and innovative experiences by enhancing the lives of students and staff, encouraging responsibility, advocating accountability, building knowledge, skills and attitude necessary to be successful, contributing members of a changing global society.

We provide a quality education that maximizes student potential by: supporting the standards driven instructional programs for all students; fostering positive self-images, respect, and the development of social skills in a nurturing atmosphere; encouraging awareness and appreciation for a culturally diverse environment; supporting a variety of academic programs and services which help to build excellence; using a diagnostic prescriptive approach at meeting individual needs; preparing students to compete in highly technological societies.

We offer our students NYS standards based core curriculum in English Language Arts, Math, Science, Social Studies. In addition to the core academic subjects the following are also provided:

#### Forensic Science

This program allows our students to work with real life application of math and science when they examine and use evidence to solve crimes. Forensic Science is a course where students look forward to coming to class and using science and math to solve crimes. The addition of Forensic Science to our school curricula demonstrates that students of all abilities can succeed in science and math.

#### Law and Government

This program teaches our students about the history of law and government which helps them to gain a better sense of how the government works. Students are also able to contemplate current issues in society that they are interested in or concerned about. This program supports our Social Studies curriculum by allowing students to apply content they have learned to real life.

Our NFTE Entrepreneurship Program helps students learn business concepts, and practice skills including negotiation and pricing. They also work on the completion of business plans for their own individual businesses. Students have the opportunity to put their business savvy into action during our yearly NFTE Sales Event which generates a lot of excitement, not only with our NFTE students but with all students and staff.

We offer a one year academic prep class specifically geared to equip 7th graders with the needed skills to increase their scores on the NYC Specialized High School exam given in October of their 8th grade year. This program will help to increase the amount of students that are accepted to Specialized High Schools.

#### Visual Art

Students in Art classes follow the NYC Art blueprint which includes: media perspective, painting, drawing, sketching and artistic design. Students' artwork is displayed throughout the building which helps to build students' self-esteem and

school pride.

We offer our students who qualify the opportunity to earn High School credit by taking the following regents and proficiency courses. By providing these courses in middle school, our students are a step ahead when they enter high school. We have a high success rate for passing these exams which affords students in the twelfth grade to take college credit courses:

Living Environment  
Integrated Algebra  
Algebra 1  
Spanish Proficiency

### **Partnerships**

We have made several partnerships to enrich the social and emotional, as well as, the academic growth of all our students: Our NFTE Entrepreneurship Program helps our students learn business concepts, and practice skills including negotiation and pricing. They also work on the completion of business plans for their own individual businesses. The IS 109 Beacon Program offers our students a wide variety of services that include: academic enrichment, youth development, sports, fitness and wellness activities, visual and performing arts and community service programs. C.H.A.M.P.S offers our students additional opportunities, regardless of athletic ability, to engage in a wide variety of physical activities, and to encourage students to find activities that they enjoy and can participate in for life. In addition we offer:

A prep class-to help prepare students for the Living Environment Regents.

Multi-Cultural Club where students learn about various cultures. Students will also attend Broadway plays and Restaurants to experience cultural foods and arts.

Debate Team-obtained 60 awards overall, as a team 3rd place in school performance and have had 1st place in team performance as well.

Our Co-Ed Track Team has won over 50 medals and 2 trophies throughout the years. This program has helped to motivate those involved to strive to work harder in their academia.

Our school choir provides students who are interested in music to showcase their singing talents. All students interested in signing are welcomed to join the school choir.

### **Monthly College and Career readiness Activities**

Each month our students are engaged in different activities based on the focus for the month in relation to college and career readiness. All students participate in these activities each month to support college awareness. Last year teachers and administrators decorated their classroom and office doors to highlight the college they attended. This helped to generate excitement amongst students and to open up opportunities for conversations about different colleges and the programs that are offered.

### **Instructional Focus**

Our instructional focus for the 2014-2015 school year is three tiered: 1) Data Driven Instruction- to ensure that assessments (diagnostic, formative and summative are administered and the results of these assessments are utilized to drive instruction. 2) Student Engagement-all students will engage in accountable talk and group activities in their content area classes. 3) Multiple Access Entry Points – Students with disabilities and students of limited English proficiency will be supported by differentiated supports that are evident in their planning and classroom observations.

### **Strengths/Growth**

We offer a full complement of Special Education programs and have a history of success with moving students to less

restrictive classes. In addition, we have 100% passing rate of our Algebra 1 Regents class. The majority of our classrooms integrate the use of technology to reinforce the academic learning process: *Smartboards*, *Ipads* and laptop activities are incorporated in the lessons to engage, motivate and provide multiple entry points for all students.

**Area of Challenge:**

Our students continue to work towards improving their skills needed for High School; however our self-contained students continue to struggle in ELA and math. We hope that through the addition of our Saturday Success Academy and our Achieve 3000 reading program, and Reading Apprenticeship which supports reading in the content areas that we can further close this achievement gap.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

A Comprehensive Needs Assessment process was undertaken to examine the gap between AYP targets and students’ current ELA and math performance. The Comprehensive Needs Assessment process, utilizing several pieces of available data (School Quality Guide/Snapshot , Progress Report, ATS, L2RPT, ARIS) identifies the school as approaching target for student in ELA and math. As a result, we have made progress for our students a priority goal for the school year in ELA and math. Based on the Quality Snapshots the data results indicate that 26% of our students in ELA met the standards and the city average was 27% and for math 24% met the standards and the city average was 29%. However our school exceeded the district average both in ELA and math.

### Part 2 – Annual Goal

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

By June 2015 teachers will receive PD in the use of Data Driven Instruction/Analyzing to improve rigorous instructional practice which will be monitored through the Degrees of Writing Power (DRP) Benchmark three times a year for ELA with 3% increase and for math, progress will be monitored through the *Ready* test two times a year with an increase of 3% for all students and as a result we will see a 5% increase in progress as measured on the NYS ELA and math exam school wide.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
PD will be given on the following topics: Data Driven Instruction/Analyzing Data, Rigorous Questioning, Differentiated Instruction (Multiple Access Entry), Universal Design for Learning and Assessment Collaborative Assessment Conference modifications, Language Acquisition for the ELL’s, Strategies to Support SWD’s and on-going Professional Developments to support.	All Teachers and Para’s	Sept. to June 2015	Principal, Assistant Principal, MSQI Coach, CEI-PEA Network Coach and Academic Consultant
Create a schedule of snapshots/observations: Instructional quality will be consistently monitored (weekly-informally and monthly-formally) to determine if assessment and assessment modifications across	All Teachers , Para’s, Ell’s	Sept. to June 2015	Principal, Assistant Principal, MSQI Coach, CEI-PEA

<p>multiple content areas have been broadened to include ELL's, AIS students and Special Education students and also to ensure that their learning styles and academic needs are being met.</p> <p>After-School and Saturday ELL's Program using ESL math book by REA and ELA.</p> <p>Saturday Success Academy-Academic Intervention Program for lowest third and those in need, using Amplify for all grades &amp; Achieve 3000 for grade 7, Sadlier Vocabulary for Success and for Math using Rally's materials for all grades.</p> <p>Saturday Success Academy-SHSAT Prep Class using Kaplan Test Prep and Admission Course Book SHSAT</p> <p>School wide Word Generation by SERF to help improve students comprehension and usage of academic vocabulary</p>	Student, AIS students		Network Coach
<p>Parent Involvement- Provide workshops for parents held by parent Coordinator Workshop for Pupil Path by Datacation Presenter Increase Learning Leaders parent certification Phone messenger of important letters and meetings Reminder phone messenger for Tuesday parent teacher conferences.</p>	All parents	Sept. to June 2015	Parent Coordinator, Parents, Teachers, and Learning Leader Facilitator
In order for us to build trust all staff members, parents and students will work together to achieve and improve student outcomes, as per the instructional focus for the 2014-2015 school year.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, Assistant Principal, Parents, Parent Coordinator, MSQI Coach, Amplify PD from Company and copies of word generation, purchasing of additional materials for all programs and Professional developments

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
<p>Progress will be monitored on the Degrees of Writing Power (DRP) Benchmark in January 2015 as well as Math <i>Ready</i> test in February 2015.</p> <p>Snapshots/Observations of all teachers</p> <p>All of the above targets will be met by February 2015.</p>

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

- |  |          |     |  |    |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | <b>X</b> | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |          |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Based on the results of our 2013-14 School Learning Environment Survey data shows 21% of our students do not feel safe in their classes and 45% of students do not feel safe in other areas of the school. In addition, based on findings shared by the guidance counselor ,it is important for us as a school to continuously provide activities to prevent bullying as well as monitoring students social and emotional health and growth.

Our school strength is 75% of our students from the Data of our Learning Environments Survey state that there is an adult whom they trust and can go to for help with a problem.

### Part 2 – Annual Goal

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

By June 2015, the school will increase the number of students who feel safe and supported by 10% as measured by our monthly in house surveys and the Learning Environment survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Monthly student surveys will be created by Student Government. Monthly theme for Character Development- Random students and teachers will read from the Book of Virtue by William Bennett during the morning announcements. William Bennett s book helps children to develop a better understanding of good and bad, right and wrong. Mr. Bennett’s literature and exemplary stories from history help children with their own character development to become model citizens.</p> <p>I-Safe is a state approved curriculum to help bring awareness to all children of the various types of bullying that takes place and how to protect oneself from being bullied. We show our students a monthly presentation from the I-Safe series. In addition, to support our anti-</p>	<p>All students</p>	<p>Dec. to June</p>	<p>Principal, Assistant Principals, Dean, Teachers, and SAPIS</p>

<p>bullying campaign we will host a Fall 2015, Bullying Free, Absentee Free and Drug (BAD)-Carnival Fair .It will help our students become aware of what bullying can lead to and how victims of bullying feel, as well as staying away from drugs. Our Suicidal Prevention Program will bring awareness to all stake holders about related issues and to keep students safe from harm.</p> <p>-College Readiness Monthly Theme helps to encourage and prepare students for the process of applying to colleges and researching the field of interest.</p> <p>-Morning refreshers using the book <i>Energizing Brain Breaks</i> during morning announcements. According to David Sladkey, the author of <i>Energizing Brain Breaks</i>, activating the brain with one to two minute activities helps boost a positive attitude, relieves stress and promotes efficiency in students.</p>			
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<p>We also provide a bilingual guidance counselor in case students whose native language is Spanish ever need someone to speak to. Staff and parent volunteers are available to translate when necessary. Students with Disabilities have the opportunity to see their guidance counselor whenever necessary as well as our SAPIS, Deans and Administrators when needed. All students participate in all activities in order to support the academic environment.</p>	All students	Dec. to June 2015	Teachers, Dean, SAPIS, Students Principal and AP's
<p>We have a team of parents who assist with the activities in the school. Our Parent Coordinator provides workshop for parents. Phone messenger and Skedula are means of direct contact with teachers, informing parents of school activities.</p>	All students	Oct. 2015	SAPIS, Dean teachers and AP's
<p>All staff members, parents and students are working together to achieve and improve students feelings of safety and learning to trust one another.</p>	All students, Staff and parents	Jan. to March 2015	Principal, School Psychologists, Social Worker, Guidance Counselor, Assistant Principals, Dean, Teachers, and SAPIS

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>After-School team meeting for Student Government, Per session pay for teachers (Coordinator)  Per session for after-school programs  Guest Speakers scheduled to present on various fields  Copies for monthly surveys  Staff support for Carnival Fair; running the booths  Revising school schedule  Parent Volunteers  Teacher Volunteers</p>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

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

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

Students surveys showing student feel safer in the school environment and a decrease of disciplinary issues. An increase of parent and teacher participation in school wide activities. All of the above target benchmarks will be met by January 2015.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

We analyzed the following data to identify the areas in need of improvement: the 2013-14 Measure of Teacher Performance (MOTP) from Advance, Teacher Observation, and an Internal School Survey. Our analysis indicates Domain 1 and 3 are areas of concern and therefore in need of strengthening. We aspire to strengthen teacher lessons so that student engagement becomes more meaningful in order for our students to reach their full potential through higher order thinking and rigorous discussion.

Teachers are collaborating more on strategies and best practices. This is an area of strength that our teachers demonstrate. This has helped to improve the academic success of our students. Teachers collaborate to determine the professional development needed for their professional growth.

### Part 2 – Annual Goal

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

By June 2015, 40% of teachers will see improvement in their instructional practice in the areas identified as citywide instructional expectations on the 4 point researched based Teacher Effectiveness rubric (Charlotte Danielson) in the areas of Domain 1 and 3 through an increase of collaboration with teachers as measured by Charlotte Danielson Rubric.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Professional Learning Committee and Administrators will create a monthly PD plan that is linked to the Teacher Effectiveness Rubric (Charlotte Danielson). The workshops will be on-going in order to foster school wide uses of strategies that support Charlotte Danielson Domains. Administration will create a schedule of snapshots/observations, walkthroughs, and demo lessons. The purpose is to frequently observe and provide meaningful feedback on teacher’s application of Teacher Effectiveness.	Teachers and Para’s	Sept. to June 2015	Principal, Assistant Principal, MSQI Coach, CEI-PEA Coach and Teacher

Teachers will have opportunities in whole group, small group and individual sessions to reflect on students learning styles, access entry and goals in all content areas.	Teachers	Sept. to June 2015	Principal, Assistant Principal
Teacher Cluster team meetings will review students work, student's data and assessments to formulate actionable next steps. Teachers will meet in grade level and cross functional teacher teams to review student data gathered from classroom assessments. Parental engagement on Tuesdays will enable collaboration between parents and teachers to work towards the common goal of higher student outcomes.	Teachers	Sept. to June 2015	Principal, Assistant Principal and Teacher
Teachers work as a collaborative team and allow colleagues to do inter -visitations to help promote best practices. Teachers also work together to discuss strategies to help engage students productively.	Teachers	Sept. to June 2015	Principal, Assistant Principal and Teacher
In order to continue to build a school culture based on trust, collaboration and respect, school leaders have open door policies.	All	Sept. to June 2015	

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
CEI-PEA Network and MSQI Coaches Materials to support Professional Developments and classroom implementation Coverages for Teachers going to Professional Developments outside of the school. Books for teachers; The Skillful Teacher and Energizing Brain Breaks Coverage for teachers

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Measurement of teacher Observation (MOTP) in Advance and Teacher Observations have been reviewed to re-evaluate areas in need of improvement as well as growth.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Based on the results of our 2013-14 School Quality Snapshots and School Learning Environment Survey data, we have identified that 48% of our students feel that the school offers a variety of programs and 52% of our students do not.

The Quality Review indicates that one of our strength is that we align the use of resources to support instructional goals that meet student’s needs. As a result, the increase of resources has allowed our teachers to use a variety of materials to help move the instruction in our building.

### Part 2 – Annual Goal

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

By June 2015, our Learning Environment Survey will show an increase in our data by 10% of offering a variety of programs. The school works collaboratively to develop new courses and extracurricular activities to ensure that students have a variety of programs that they can participate in. The implementation will help students feel a sense of belonging and promote high level of student engagement.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
As research based results found from Educational Leadership on “Research link/Extracurricular Activities and Student Motivation, it indicates that extracurricular activities “foster a more cooperative environment, and may therefore encourage students to stay in and complete school”, as per the study done by R. McNeal. Secondly, the study done by Mahoney and Cains results “discovered that a wider choice of activities resulted in a stronger effect because students’ individual needs and interest were more likely to be met.”	All students	Sept. to June 2015	Principal, Assistant Principal, Parent Coordinator, teachers, parents
In order to encourage an all-inclusive environment all students are invited to participate in programs that they are interested in. This will help their social skills and also allow for students to learn about each	All students	Sept. to June 2015	Principal, Assistant Principal

other's cultures. Partnerships have been formed with Broadway Junior, CASA , MSQI Debate team, Champs (Track Team and Fitness Club) and a host of other clubs based on students survey.			
Tuesdays afternoons are dedicated to parent engagement. Parent contact is conducted in many ways such as school messenger, e-mails, phone calls and Skedula. Teachers keep logs about the contact made with parents.	All students	Sept. to June 2015	Principal, Assistant Principal
In order to continue to build a school culture based on trust, we meet with the student government monthly to discuss the students requests and ideas for the school. We are implementing (PBIS) Positive Behavior Intervention Support to foster positive relationships amongst student to student, student to staff, staff to staff and administration to all.	All	Sept. to June 2015	

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session pay for teachers, materials for the programs, trips and parent volunteers.

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
January, 2015 a midpoint in-house survey will be administered to determine if students are satisfied with the number of programs offered in the school.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

According to our Learning Environment Surveys, parents are satisfied with the academic program that is offered at IS 109; however, over 20% of parents feel that they do not receive enough information about what their children are learning in school.

### Part 2 – Annual Goal

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

By June, 2015 there will be a 5% increase in parent engagement at specific parent workshops as evidenced by an increase in attendance documented by sign-ins. The Learning Environment surveys will show an increase of parents receiving information about what their children are learning in school based on the workshop that are offered this school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
We will host a Parenting Class Series, supported by Dr. Marc Rosenbaum’s series, along with several other workshops to support parenting a middle school child.	All parents	Sept.-June	Parent Coordinator
We have several bilingual staff members who are readily available to support families whose native language is not English; In order to support our Students with Disabilities, parents are invited to attend meetings on Tuesdays with teachers and all parents are welcome to attend these meetings, including parents whose native language is not English and those of Students with Disabilities.	ELL Families, Parents of students with disabilities	Sept.-June	Teachers, Guidance Counselor, Administration
We communicate with parents in a variety of ways: School messenger, letters, parent conferences and Pupil Path. Parents are welcomed to meet with teachers and administration every Tuesday.	All parents	Sept.-June	All Staff

In order to foster and further develop a trusting and nurturing environment, administrators have open door policies. Parents are also included in the decision making process at the school level via teams – School Leadership Team; PTA	All Parents	Sept.-June	Administration, Teachers
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**Part 4 – Resources Needed**

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

Copies of presentation for parents; Guest speakers

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

We evaluate the attendance of parents attending school functions and Workshops to determine if there is an increase of parent engagement. We will also assess the results of the Learning Environment Survey for this school year. All of the above targets benchmark will be met by January 2015.

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

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students state exam scores, assessment performed in class, as well as students DRP results. AIS, as per the recommendation of content teachers	Saturday Success Program is a key resource for our at risk students. Students will be engaged in reading, writing, and vocabulary development. We are also using Achieve 3000 for our 7 <sup>th</sup> grade students.	Students are paired into groups and are supported by content specialists and are rotated from ELA to Math. This is designed to enable teachers to address targeted skills.	On Saturdays students attend Saturday Academy for AIS services.
<b>Mathematics</b>	Students state exam scores, assessment performed in class, as well as students DRP results. AIS, as per the recommendation of content teachers	Saturday Success Academy is a key resource for our at risk students. On Saturdays students are paired into groups and are supported by content specialists and are rotated from ELA to Math. This is designed to enable teachers to address targeted skills.	Students are paired into groups and are supported by content specialist and are rotated from ELA to Math. This is designed to enable teachers to address targeted skills.	On Saturdays students attend Saturday Academy for AIS services.
<b>Science</b>	Students are targeted based on (MOSL) Measure of Student Learning in Science results. AIS, as per the recommendation of content teachers	One-to-one instructional tutoring is provided. ILSET Parent Workshop is used to support parents of AIS students understanding of the science state exam.	Students are paired into groups, one to one and small groups are supported by content specialists. This is designed to enable teachers to address targeted skills.	During lunch, and in class.
<b>Social Studies</b>	Students are targeted based on (MOSL) Measure of Student Learning in Social Studies results. AIS, as	One-to-one instructional tutoring is provided.	Students are paired into groups, one to one and in small groups are supported by content specialist.	During lunch and in class.

	per the recommendation of content teachers		This is designed to enable teachers to address targeted skills.	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk students are determined based on their IEP's and referrals for counseling.	The school guidance team provides group & individual counseling including: conflict resolution, crisis intervention, class visits & act as a resource for teachers & parents, Case Managers for PPT. Assist with attendance monitoring & intervention services. Child abuse prevention & intervention; address issues relating to students in temporary housing. Referral to outside agencies & services (ex: FAP; family counseling, & academic services). The school psychologist will offer clinical services and provide group & individual counseling including: conflict resolution; crisis intervention, class visits and act as a resource for teachers & parents.	As needed small group, whole class, and or one to one.	During the school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our recruitment strategies are the following:  Attend recruitment fair highlighting our school.  Formulating a committee that includes teachers and administrators for the interviewing process and utilizing a quality rubric to assist in the decision process of hiring a candidate.</p> <p>Experienced teachers are utilized to mentor new teachers as a means of sharing best practices, and impacting student learning. Teachers are also given the opportunity to present for professional development and colleagues are allowed to conduct inter-visitations in their classrooms.</p> <p>Teachers are given assignments based on their license areas and experience. Teachers who aspire to become administrators are given tasks to support their internship and mentored by one of the administrators in the building.</p> <p>New Teachers are mentored by experienced teachers who can provide guidance, share best practices and support in how to impact student learning. Professional development is provided for teachers throughout the school year in support of best practices to engage and motivate students with the learning process.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff members attend weekly professional development; some teachers attend outside professional development that is then turned key to staff. The Professional Learning Committee, which is made up of teachers, discusses the professional development that staff members request and review and link them to the Citywide Expectations and data from multiple sources. All Administrators, including the principal, attend workshops offered by ELI, CEI-PEA Network, Superintendent Professional Developments and Chancellors Professional Developments. All of the above mentioned are ways to further assist teachers and other staff members.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
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**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers are given the opportunity to meet during common planning to create their unit assessment being taught throughout the school year. Furthermore, the Professional Learning Committee which is made up of teachers plan out the professional development that is needed for the teachers in order to provide good practices to promote students learning.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	445,051	X	10, 13,16, 18, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal		X	10, 13,16, 18, 20
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	10, 13,16, 18, 20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4,614,477	X	10, 13,16, 18, 20

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Jean Nuzzi Intermediate School 109]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Jean Nuzzi Intermediate School 109]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

### School-Parent Compact (SPC)

**[Jean Nuzzi IS 109]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

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

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>29</b>	Borough <b>Queens</b>	School Number <b>109</b>
School Name <b>Jean Nuzzi</b>		

### 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 <b>Karleen Adam-Comrie</b>	Assistant Principal <b>Lukia Naraine</b>
Coach	Coach <b>N/A</b>
ESL Teacher <b>Andrea Russo</b>	Guidance Counselor <b>Ms. Lowe, Ms. Goodison</b>
Teacher/Subject Area <b>Evelyn Sanz</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>Juliette Charles-Pierre</b>	Parent Coordinator <b>Arketa Sherron</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Nancy Ramos</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1084</b>	Total number of ELLs	<b>89</b>	ELLs as share of total student population (%)	<b>8.21%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							50	44	47					94
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	50	44	47	0	0	0	0	94

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	17

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

	ELLs by Subgroups									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	48		2	24		4	17		9	89

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	
<b>Total</b>	<b>48</b>	<b>0</b>	<b>2</b>	<b>24</b>	<b>0</b>	<b>4</b>	<b>17</b>	<b>0</b>	<b>9</b>	<b>89</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</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
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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							11	4	6					21
Chinese														0
Russian														0
Bengali							5	2	5					12
Urdu							2	1	3					6
Arabic									1					1
Haitian							14	9	13					36
French							3	2	2					7
Korean														0
Punjabi							2		1					3
Polish														0
Albanian														0
Other							2	1						3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>19</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>89</b>

## 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)							8	3	6					17
Intermediate(I)							12	6	8					26
Advanced (A)							19	10	17					46
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>19</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>89</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	2			21
7	11	2			13
8	11	2			13
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									0
5									0
6	25		3		1				29
7	16		3		1				20
8	19		2						21
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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.  
 - IS 109 utilizes the NYSESLAT Exam, DRA, Acuity, and The ELL Periodic Assessment exam to assess the early literacy skills of ELLs students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  - The data provides insight into a disparity between listening/ speaking and reading/ writing proficiencies of students. This information helps us analyze instructional best practices, or lack there of. Overall, 30 of 73 studnets scored proficient in Listening and Speaking on the NYSESLAT in 2012; 19 of 73 students scored proficient in Reading and writing; 15 studnets tested out of ESL in 2012. In grade 6: six students were proficient, 13 were advanced, five scored intermediate and four scored as beginners. In grade 7, four students scored proficient, seven students scored advanced, 6 students scored intermediate and two studnets scored as beginners. In grade 8, five students scored proficient, four studnets scored advanced, 13 students scored intermediate nad four students scored as beginners. In 2011 21 of our students tested proficient on the NYSESLAT. The data also informs us that teachers are in need of professional development around the topic of teaching students how to read and write.
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](#))
  - Do Not AANswer As Per Pedro Cruz
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
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](#))
  - IS 109 administration uses the results of student examinations in three ways:
    - 1)to conduct observations, formally and informally
    - 2) to prepare and conduct professional development
    - 3) to make budget decisions.
  - Students do not take tests in their native language. We utilize the results of our Periodic Assessments to identify students' strengths and weaknesses in language acquisition and development. Teachers and administration look for trends in the periodic assessment data in order to create longterm and short term instructional goals for individaul students and groups of students.
  - We then determine how to instructionally support students based on their results.
6. How do you make sure that a child's second language development is considered in instructional decisions?
  - We ensure that a child's second language is considered in all instruction decisions
  - Each teacher is very aware of their students background and home language. This helps to anticipate any issues a student may have with aquiring their second language
  - The teachers know their students therefore, they use stategies that will ensure second lanuage development
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?
  - N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
  - We evaluate the success of our ESL program by first examining the results of the NYSESLAT and State Exams. We then consult other data reports. According to the AMAO Status Estimator, our school has met the targets for both AMAO 1 status and AMAO 2 status from 2009-10 through 2012-13. In 20122-2012 we made AYP in ELA for Limited English Proficient students, but did not make AYP for this group of students in math.

## 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](#).)
  - One of our certified ESL teachers is responsible for conducting the initial screening to identify students who may be English Language Learners. They will work with the parents to conduct an informal oral interview in English and in the native language.
  - They then administer the Language Assessment Battery Revised (LAB-R)
  - When a student is newly admitted to the school the ELL Coordinator or a licensed ESL teacher is called down to help with filling out the HLIS. Depending on the responses the video is shown at the time of registration. The ESL teacher, after the student is registered, assigns someone to administer the LAB-R. This testing takes place within the first 10 days of a student's enrollment. If a student is required to be tested in Spanish, they are administered the Spanish LAB-R.
  - Parents of students who do not pass the LAB-R come to orientation and receive entitlement letters explaining that their children are entitled to receive ESL services.
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.
  - We strive to support parents in making educated decisions about their children's placements. We ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).
  - Parents are invited to an Orientation conducted by the ESL coordinator, and supported by the ELL's teachers and the Parent Coordinator. At the orientation, parents are informed of their options.
  - Parents are provided with brochures about each program in their home language.
  - At this meeting, parents are informed that their children have the right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language and consecutive grade. At this meeting, parents are encouraged to ask questions regarding their options.
  - Parents are provided with Program Selection Forms in their native languages. According to a review of Home Language Surveys, the program of choice selected by parents has routinely been ESL. We utilize our SchoolMessenger system to ensure that all forms are returned.
  - Parents are given the opportunity to have their questions answered at the orientation and also have the opportunity to review the information in the brochure. The parents are also shown a video informing them of the three different types of programs.
  - If a parent misses the orientation they are given the opportunity to meet one on one with the ELL Coordinator
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 [\[see tool kit\]](#).)
  - Parents of students who do not pass the LAB-R receive entitlement letters explaining that their children are entitled to receive ESL services.
  - Copies of the letters are made and filed at the school and one is given to each parent. Each teacher gives their students their entitlement letters and students sign that they receive the letters. Students return the letters signed by their parent/guardian and the letters are kept on file in the ESL Coordinator's classroom.
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.

At the end of orientation, parents are provided with a Program Selection Form in their native language.

  - Each parent selects a program for his/her child. If the form is not returned or a parent does not choose a program, the default program is Transitional Bilingual Education.
  - Any documents that need to be translated to another language are outsourced.
  - If the document is one page or less it is then submitted to translation services through the Department of Education website.
  - If the document is more than one page then there are three Department of Education approved translation companies that translate the documents for the school at a fee. A percentage of the school budget is allocated for this purpose. Bilingual teachers, the parent coordinator Ms. Sherron, and other building support staff provide translation for parents when needed (e.g. during parent-teacher conferences).
  - When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone.
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.

In order to ensure that all entitled students are tested and complete all sections of the NYSESLAT we print out and review the RLER and RLAT reports from ATS and then create a test roster for the exam. On the exam days attendance is taken and an absent list is created to make sure that absent students are tested upon their return to school.

-All ESL teachers are assigned a grade

-There are certain days during the year allocated to making sure that every ELL receives all four parts

-If a student misses a section The ESL Coordinator ensures that they make it up.

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. [i](#)

-After reviewing the Program Selection forms, the trend in program choices that parents have requested is consistently Freestanding ESL. In school yr 2011-2012 and school year 2012-2013 all parents chose freestanding ESL.

- According to the choices made by parents on the Program Selection Forms, the program model offered at our school, Freestanding ESL, is aligned with parent requests.

## 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])?
    - Intermediate School 109Q has three pull-out programs for our beginning, intermediate (360 minutes per week) and advanced students (180 minutes per week).
    - All programs are taught by fully licensed ESL teachers
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    - Our beginning and intermediate level students receive 360 minutes of services per week and our advanced students receive 180

minutes of ESL services per week.

-The ESL teacher works in collaboration with the content area teachers to align their instruction according to the content area pacing calendars. All content area instruction is delivered in English.

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 content area teachers of English Language Learner students utilize a variety of instructional approaches to support students' understanding of vocabulary.

-Classroom libraries are used to support the ELL students in the content area classrooms.

-In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the English Language Learners.

-Native language texts are available in the bilingual libraries of the ESL classroom in order to support students learning in their native language. ESL students are provided with content area glossaries to support their understanding of content vocabulary

-Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a minilesson, an active engagement, a work period, and a closing.

-The Intermediate and Advanced ELL students work through author and genre studies.

-The beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study.

-ESL teachers also use the content area curriculum pacing guides to support their instructional unit planning.

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

-We have a variety of books written in different languages in order to determine if they are literate in their native language

-We also use Google Translate

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

-Teacher made assessments such as tests, quizzes, and writing assignments.

-In addition, a portfolio will be compiled for each child.

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).

-SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ESL teacher targets in on the alphabet, simple words, and visuals to support the ELLs to acquire English Language proficiency.

-The ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and writing skills in English.

- All SIFE students receive the necessary help via our free standing ESL program.

-The instructional plan uses ESL strategies such as exaggerated gestures, repetition, slow speech, TPR, visuals and analyzing reading material to make it easier to comprehend.

- Instructional Plan for Newcomer ELLs in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments such as the LAB-R, NYSESLAT and ESL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated by such. The ESL program, as well as guiding ELLs in acquiring English, also helps to prepare them for the ELA exam. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ESL strategies allows for the ELLs to get the instruction they need to help them succeed.

-IS 109 also has a 'Newcomer' program that is designed for recent immigrants who have little or no English proficiency. The program is offered in the morning for a twenty week timeframe for one hour a day. The Newcomer program focuses on Intensive English development and literacy instruction and Intensive Vocabulary development

-The before school program runs from October to May and is offered Monday-Thursday from 7:00am-8:00am from . The program instructor, Ms. Sanz, is a certified ESL Teacher who provides instruction in English. The purpose of the before school program is to help our students work individually and/or in small groups to enhance comprehension, grammar, vocabulary, listening, speaking, reading and writing skills. The twelve step reading strategies are taught to promote different levels of thinking (Bloom's Taxonomy) through ESL textbooks and various leveled libraries which give our students choices to express their literacy style. From the simple to the complex, students gain the confidence to share their ideas and opinions in English.

-Instructional Plan for ELLs with 4-6 years ELLs receiving services for four to six years receive ESL instruction according to their levels on the NYSESLAT and ELL periodic exams. The levels of the four modalities: listening, speaking, reading and writing are analyzed.

According to the levels of Beginner, Intermediate, Advanced, students then receive the required necessary attention to help them achieve the skills they may still be lacking. The goal is to help ELLs achieve English Language proficiency in all modalities. Once the ELLs achieve proficiency, they test out of the ELL program and then receive transitional services.

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 ELL's teachers create individual programs for each student that is part of their case load.
  - This individual schedule allows the ELL's teacher to provide differentiated support to each student, dependent upon his or her specific needs.
  - Visuals, Manipulatives, modeling, scaffolding, vocabulary building and technology are incorporated into daily lessons
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?
  - ELLs identified as having special needs require help in Acquiring the English language. As with other ELLs, the assessment results of the ELL periodic exam, the NYSESLAT and LAB-R help to determine where special need ELLs require the most support.
  - IEP goals additionally give insight into the needs of an Special Ed ELL. Between the information from the exams and the annual review/triennial testing for a special needs ELL, these students receive support for their learning disability and language acquisition. Lessons are modified accordingly.
  - Teachers utilize the following, but not limited to, strategies in order to accerlerate the language development of ELL-SWDs: activate prior knowledge, model, scaffold, TPR, vocabulary development, and utilizing the Twelve Strategies of Reading comprehension. -The ESL teachers work in collaboration with the Special Education teachers, and the Special Education Supervisor, Ms. Williams, in order to best support and service our students with special needs

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

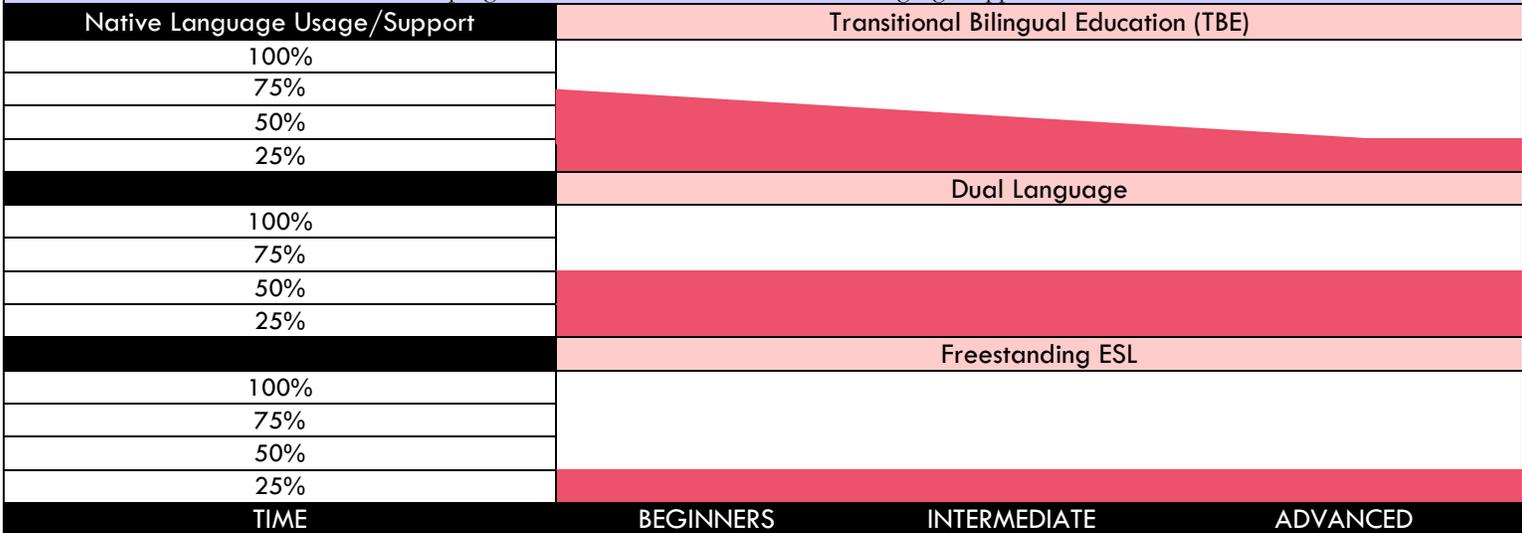
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.
- Intervention available to our general population are also available to our ELL students. ESL students are able to apply to the Beacon afterschool program that takes place daily from 2:20 until 6:30 pm. The program offers academic tutoring in the content areas along with extra-curricular activities for students.
  - In addition to the Beacon Program, students will be offered afterschool content support in ELA and Math.
  - Our ELL's students are provided with before school academic intervention by our ESL teachers, Ms. Sanz
  - These before school sessions focus on content area support that is tailored to the needs of each student attending the sessions.
  - The teachers focus on the four modalities, reading and writing and listening and speaking.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- These before school sessions focus on content area support that is tailored to the needs of each student attending the sessions
  - The teachers focus on the four modalities, reading and writing and listening and speaking
11. What new programs or improvements will be considered for the upcoming school year?
- We will consider providing afterschool academic intervention
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Intervention available to our general population are also available to our ELL students. ESL students are able to apply to the Beacon afterschool program that takes place daily from 2:20 until 6:30 pm.
- The program offers academic tutoring in the content areas along with extra-curricular activities for students. .
  - Our ELL's students are provided with before school academic intervention by our ESL teachers, Ms. Sanz
  - These before school sessions focus on content area support that is tailored to the needs of each student attending the sessions.
  - The teachers focus on the four modalities, reading and writing and listening and speaking.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- . ELL's students are supported by a variety of instructional materials, including Visions for beginners, intermediate and advanced students, Voices in Literature, classroom libraries that include text in English and native languages, bilingual dictionaries, and content glossaries.
- We also have Social Studies books written in Haitian Creole and Spanish.
  - Each ESL classroom has two computers for student use and teacher instructional support. ESL students receive differentiated instruction in content area classes that is supported by Smarboards, document readers, and computer technology.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language dictionaries are also provided
  - We also have a variety of books written in different languages in order to determine if a student is literate in their native language
  - We also use google translate
  - . Each ESL classroom contains a native language library that students are given access to daily in order to support their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All resources are considered age appropriate and are modified to meet the needs for each age and grade level
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.
- For the students identified as ELLs enrolled prior to the beginning of the school year, we host an orientation meeting for parents and children.
  - Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. Rarely do we have ELL children list noticed from programs.
18. What language electives are offered to ELLs?
- We offer Spanish as a language elective to all students, including ESL students.
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)?

N/A

### 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.

Answers- 1, 2 and 4

-Staff development is ongoing throughout the year.

-All staff receives professional development sessions offered by the network, that set goals and guide curriculum.

-Teachers will participate in Q-TEL workshops and the Math protocol workshops.

-The ELL Coordinator provides professional development as well as modeling of best practices.

-The administrative team, guidance counselors, teachers, paraprofessionals, Speech therapists and SETSS teachers participate in content area professional development throughout the school year facilitated by department heads.

-The ELL Coordinator, works with individual teachers that teach the classes with a high concentration of ELL students to hone their craft by making accommodations to help ELL students.-

- In addition, the ESL teachers work with teachers by forming cluster groups, observations and debriefing sessions to help these teachers differentiate to make the content accessible to ELLs.

-Teachers attend workshops that focus on how to provide support for ELL's while implementing the CCSS.

-Teachers are also given the opportunity to participate in PDs offered by the DOE provided through OELL. They are then encouraged to turn-key information in department meetings and/or grade level meetings, whichever is more appropriate. Certificates of attendance and or copies of meetings attended by staff are placed in the appropriate personnel file.

3) Teachers are also provided with resources to support students as they prepare to transition to high school, ie How To Get Good Grades pamphlet.

#### **D. Parental Involvement**

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

1)To increase parent and community participation, the parent coordinator, Ms. Sherron will schedule ELL parent workshops.

2)ELL agencies will be contacted and invited to provide workshops to bring awareness to the parents of the many programs throughout NYC that can help them to become English proficient.

-They will also learn how to navigate themselves throughout the city and the public education system.

Answers to3 & 4-The goal, as identified by our parent surveys, is for parents to be able to improve their knowledge of the NYC public school system, in order to support their children.

.The parent coordinator, through informal conversations with parents and parent surveys, will identify the needs of parents and then advise the administrative team. These informal conversations and surveys will guide our choices fo parent workshops that will be offered.

#### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

DBN: 29Q109 School Name: 109

Cluster: 535 Network: CEI-PEA

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

### **Part A: Needs Assessment Findings**

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

The languages spoken by the parents are determined primarily in two ways. The way that all of the parents' languages are recorded each year is through emergency cards (blue cards). On this card parents document the languages with which they are most comfortable; both are written and spoken. These cards are printed in both Spanish and in English, and the language of the card that the parent receives is determined by asking the student which languages his or her parent would prefer. The second way that we collect the data of the parents' languages is by completing the Home Language Identification Survey (HLIS). Upon registration into the school, each family is administered the HLIS. This information is used to identify potential ELL students as well as to document the languages that are spoken in our students' homes. Because the home language of a great majority of the homes that do not speak English is Spanish, great efforts are taken to be sure to translate all documents into Spanish.

2. Any documents that need to be translated to another language are outsourced. If the document is one page or less it is then submitted to translation services through the Department of Education website. If the document is more than one page then there are three Department of Education approved translation companies that translate the documents for the school at a fee. A percentage of the school budget is allocated for this purpose.
3. Bilingual teachers, the parent coordinator and other building support staff provide translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish and Haitian-Creole translation, teachers provide other translations. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone.

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

The majority of the non-English speaking parents are Spanish and Haitian Creole speakers. The other major language is Bengali. There are other languages that our families speak, but English, Spanish, and Bengali are the three main languages spoken by large groups of our families. These findings were shared with the parent coordinator and the principal so that accommodations could be made. Since many students at our school speak a language other than English at home (majority Spanish) translation is extremely important. This is articulated through the PTA, Parent Coordinator, and parent requests for translation. Written and oral communication is translated in a timely manner.

## Part B: Strategies and Activities

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

The school routinely provides all written material in English and in Spanish, which are the two overwhelming majority language groups in our school. In addition, in order to communicate specifically with our Bengali speaking families, we utilize the language skills of one of our Bengali speaking staff members as necessary in written communication with these parents. Because we have a high need for translation services, most written language assistance is provided by in house volunteers, such as bilingual teachers.

- Written translations are made by the multilingual school staff at per session rate. The DOE Translation and Interpretation Unit is also contacted to translate school documents being sent home to parents who speak other languages. We provide enrollment packages in the covered languages for parents, including lunch forms, Chancellors Regulations, etc.

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

Oral translations are made by the multilingual school staff on a voluntary basis. We also use the "Language Card"- when trying to communicate with a Non-English speaking parent. We present them with the Language Card. We motion for the parent to point to their native language. Next, 718-752-7373 ext. 4 is called for an interpreter. The situation is explained to the interpreter and the parent is given the telephone receiver to receive the message in their native language.

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 provides parents with information about the languages available for translation. The school sends home letters to parents in the primary language, Spanish, and in other languages upon request. All parents are provided a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services in their native languages.



**Department of English Language Learners and Student Support**

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 52 Chambers Street, Room 209  
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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Jean Nuzzi	DBN: 29Q109
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

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

-While ELL's are given support during their regular day, there is a need to provide these students with extra help after school hours. Many of these students struggle to keep up with their peers and many times feel a little overwhelmed, shy, and may lack confidence when they are in general classes. These students will be in a smaller group setting where they will be able to drop their affective filter and feel more comfortable to ask for help with certain things they do not understand. In addition, Ms. Moronta and MS. Henry are fluent in Spanish, this will provide extra support in helping to make connections to their native language.

-Six, seventh, and eight graders will be served.

-The program will take place on Wednesdays and Thursdays from 2:30-4:00 starting January 7th- May 30 to be conducted by Ms. Moronta and Ms. Henry and Ms. Lopez.

-Saturday Academy 9:00-12:00, Starting January 10th -May, To be conducted by Ms. Henry and Ms. Lopez.

-Instruction will be in English and Spanish.

-There will be two certified teachers. Ms. Moronta holds an ESL license, Ms. Henry holds a Spanish Bilingual license.

**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

### Part C: Professional Development

Begin description here:

-There are many strategies that can be used to support the needs of ELL's. These strategies should be shared with all teachers who are responsible for teaching these students in order to provide appropriate instruction.

-There will be a workshop for teachers of ELL's. 12/15/14 & 3/23/15 One hour.

-We will go over strategies to improve ELL's performance.

-Ms. Russo and Ms. Moronta.

-

### 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:

-Parent involvement has a major impact on student achievement. Many times ELL parents are not aware that their child must test out of ESL by passing the NYSESLAT. WE will hold parent workshops to inform the parents of how they can help in getting their children ready for the NYSESLAT.

-There will be two information sessions: One will be done in November and one to be done in March. Each workshop will be an hour long.

-Ms. Russo and Ms. Moronta

-Parents will receive a letter to inform them of the events 12/1/14 and 3/30/15 for one hour 4:00-5:00.

-

### Part E: Budget

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

Allocation Amount: \$0

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