

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

DBN: (i.e. 01M001):

27Q124

School Name:

OSMOND A. CHURCH SCHOOL

Principal:

MARITZA WILLIAMS JONES

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Grades K-8 School Number (DBN): 27Q124
School Type: Elementary/Middle School Grades Served: K-8
School Address: 129-15 150th Avenue, South Ozone Park, NY 11420
Phone Number: (718) 529-2580 Fax: (718) 529-2590 Ext. 2170
School Contact Person: Maritza Williams-Jones Email Address: MJones3@schoos.nyc.gov
Principal: Maritza Williams-Jones
UFT Chapter Leader: Joanne Simmons
Parents' Association President: Deborah Capuano
SLT Chairperson: Claudia Patranoiu
Student Representative(s): _____

District Information

District: 27 Superintendent: Ms. Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, South Ozone Park, NY 11419
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 531 Network Leader: Charles Amundsen

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)
Maritza Williams Jones	*Principal or Designee	
Joanna Simmons	*UFT Chapter Leader or Designee	
Deborah Capuano	*PA/PTA President or Designated Co-President	
Cynthia Lapsley	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	
Claudia Patranoiu	Member/Teacher	
Gloria Farley	Member/Teacher	
Eileen Lamana	Member/ Parent	
Assunta Soldano	Member/Parent	
Roslyn Akbarally	Member/Parent	
Dawn Lawrence	Member/Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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.

Osmond A. Church is an elementary-middle school with 1321 students from kindergarten through grade 8, located in South Ozone Park, Queens. We are a universal Title 1 school. The current population is comprised of 21.2% Hispanic, 2.9% American Indian/or Alaskan Native, 47.1% Asian, 1.8% Pacific Islander, 24.6% Black, and 2.2% White. Boys account for 50.6% of the students enrolled and girls account for 49.4%. The attendance rate to date is 95.7%.

Our school mission distinguishes P.S. /M.S. 124 as an educational community where students, staff and parents collaborate to create an educational institution providing a foundation for life-long learners. It is our goal to inculcate all members of the school community with an understanding and acceptance of diversity, fostering individuality and creativity where high expectations are the norm for all students, through differentiation of the Core Knowledge Curriculum and instructional strategies maximizing success for all students. Through ongoing data analysis coupled with individualized learning paths, students master their grade level Common Core Learning Standards in preparation for college, careers and other meaningful postsecondary opportunities.

As a school community, we reinforce these values daily with our school-wide affirmation:

“We will always treat each other as family. We will work together with our peers. We will follow all of the rules. We will stay strong and persevere.” These values are evidenced by a school-wide culture of collaboration, social and emotional support, and rigorous academic standards.

All classrooms are equipped with SMARTboards and technology is infused within all areas of the curriculum, across all grades. Laptop and iPad carts are available to all classroom teachers with technology cluster teachers providing technical support as well as interdisciplinary opportunities for collaboration. Instructional software such as ST Math and iReady as well as progress-monitoring tools such as Renaissance Learning are utilized to assess student progress and provide instructional support. The STEM program has expanded beyond a science cluster program in the fifth and sixth grades to include an after-school program for students in grades 4 through 8. This program is designed to increase student exposure to science opportunities and provide a forum for intra-school competition through Adelphi University. A mobile STEM lab provided through a grant from the Queens Borough President's Office contains resources for advanced investigations using computer probes and a digital microscope.

Our school recognizes parents as essential partners in their children's progress and has implemented system-wide initiatives to increase parent-school communication and inclusiveness. All teachers in grades K-6 utilize Engrade and teachers of grades 7 and 8 use Jupiter Grades to communicate regularly with parents and provide them with timely access to their child's academic progress. Monthly theme nights are designed to provide families and staff the opportunity to socialize within a non-academic setting.

The school community raises awareness of health and wellness issues and supports charitable causes through monthly walks and celebrates academic success by publicly recognizing exemplary students at Parent Association meetings. Middle school students who meet the requirements for academic performance and service are inducted into the National Junior Honor Society which organizes food, coat, and toy drives. Community partnerships with the Legacy Center, New Yorkers for Parks, the Ronald McDonald House, and other agencies reinforces the school's commitment to provide service learning opportunities for students and sustain a culture of shared responsibility, empathy, and tolerance.

Last year our team of grade 8 teachers worked collaboratively creating common core aligned units in the area of English Language Arts. Students received instruction that was rigorous and engaged them in higher order thinking based on the Depth of Knowledge Matrix. Additionally students took ownership for their learning by crafting smart goals and conferring with teachers around their progress towards that goal. This resulted in gains in student outcomes in the area of ELA of 20 percentage points with 48.5% of grade 8 students achieving proficiency levels 3 and 4.

Challenges

For the 2014-2015 school year, our school has a new Principal and three Assistant Principals with two of them being new. We have reviewed the data from the prior three years in order to address the school's needs. After examining the data, we noticed that, in the past, there has been a low level of parent participation in school activities. In order to turn this around, we have increased the opportunities to partner with parents through carefully planned workshops, monthly family activities and an increase in access to student information and progress. Additionally, our parent coordinator reaches out to parents through monthly calendars, phone relays and notices, e-mails and face-to-face canvassing. We will continue to reach out to parents and invite them in to the school to meet with teachers on Tuesdays during the designated parent engagement time and at other convenient times.

Strengths & Accomplishments

As a school community we are continuously evaluating the quality of instruction and taking steps to ensure consistent implementation of best practices grounded in the Danielson Framework. Through an ongoing cycle of professional development, application, and reflection, teachers are engaged in continuous professional learning with a particular focus on strategies to increase cognitive engagement for all students, especially SWD and ELLs. Rigorous curricula units derived from the Core Knowledge Curriculum are aligned to the Common Core Learning Standards and include multiple entry points for all learners such as multi-level texts, concept maps and technological resources

Areas of Focus

The ELA instructional priority for this year is developing more authentic student writing through a school-wide focus on the writing process presented through strategies aligned with the workshop model. Student work products from multiple genres will be submitted according to a year-long pacing calendar. Professional development and just-in-time data analysis drive this initiative.

The key areas of mathematical focus are developing greater fluency and deeper understanding of mathematical concepts. In addition to both teacher-led and outside professional development, teachers utilize multiple resources from the Go Math program as well as the individually-guided instructional software program ST Math.

Analysis of student work is an ongoing process embedded in a collaborative culture of teacher team inquiry. In collaboration with the staff, the Monday and Tuesday afternoon professional learning opportunities have been configured to maximize the efficacy of this time, allowing for more in-depth teacher team work and targeted professional development.

We are proud that our school is in good standing. However, we recognize that there are areas of needs for which we have outlined and set goals along with strategies to address these gaps during this school year. We continuously strive to provide our students with the tools they need to be college and career ready. We are always learning together to improve our knowledge and craft to meet the needs of our students.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The school adopted the Go Math Program for grades K-8 in September 2013. The program is aligned to the Common Core and students have shown growth from 2013-2014 on the NYS Math Exam when compared to the peer and city schools. However, there are still gaps that need to be addressed.

The 2013 -14 School Quality Guide reveals the following:

- 42% of students met standards on the 2014 NYS Math exam
- the proficiency average score of the school was 2.8 out of 4.5 on the 2014 NYS Math exam
- School results exceeded the city average of 34% and the district average of 33%
- Early grade progress results indicate that third grade performed below expectations – earning 2.2 points out of a possible 8.3 points indicated on the 2014 NYC School Quality Guide

Feedback from 2014-2015 Quality Review indicates the need to improve instructional practice by addressing an inconsistency in providing higher-order thinking questions to push students’ thinking as well as incorporating multiple entry points to support their distinct learning needs.

Analysis of school data indicates a need to focus on mathematical fluency and conceptual understandings. The priority need is that students’ strengths and weaknesses will be addressed through multiple entry points and scaffolding of instruction using material aligned to the Common Core Learning Standards in mathematics. The use of a wide range of materials in the classroom to support student needs is necessary to develop students’ skills and understanding of the essential Math concepts.

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, 75% of students will demonstrate a 10% increase in math achievement as measured by pre- and post-assessments embedded in the Go Math instructional program.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
3. Strategies to increase parent involvement and engagement

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

4. Activities that address the Capacity Framework element of Trust			
Scheduled 90-minute blocks (K-6) in Mathematics as prescribed by the Go Math program. This block of time consists of a “show what you know”, mini-lesson, guided instruction & then independent/group work.	Students in grades K-6 & teachers	September 2014 – June 2015	Teachers & School Leaders
Students in grades 7 & 8 are grouped homogenously for Math in order to provide mediation and mediation to meet the needs of all learners	Students in grades 7 & 8, teachers	September 2014 – June 2015	Teachers & School Leaders
Identified students receive academic Math intervention during and after school.	Students in K-8	September 2014 – June 2015	Teachers & School Leaders
Math enrichment is provided to selected students during Saturday Academy Program.	Students in K-8	September 2014 – June 2015	Teachers & School Leaders
Teachers and administration will work collaboratively with parents to improve student outcomes, preparing students for success in school and beyond by providing hands-on Math workshops and instructional website (Think Central) to help parents support their children with additional strategies for Math.	Students in K-8, Parents & Teachers	September 2014 – June 2015	Teachers, School Leaders
ELL & Students with Disabilities will receive additional Math support during the school day and during the Saturday Academy.	ESL & Students with Disabilities; Students in K-8	September 2014 – June 2015	Teachers & School Leaders
Since our 3 rd grade students did not perform well over the last three years, we hired an “F” status teacher to work closely with 2 nd grades to better prepare them for their entrance into the testing grade (grade 3). Additionally, 1 st grade students are also provided with additional support in order to prepare them for their entrance into 2 nd grade.	F status teacher, 1 st & 2 nd grade teachers	September 2014 – June 2015	Teachers & School Leader

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Go Math Program including the embedded assessments and supplemental resources, ST Math, Smart Boards, Think Central, STAR Early Literacy Program, ESL Teachers, Laptops/IPad, I-Ready Program Software & Professional Learning sessions & Go Math teacher training.

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

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

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

By February 2015, 75% of the students will demonstrate 5% increase in Math achievement as measured by pre & post assessments.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

An analysis of the Learning environment survey indicate the following:

- Parents, teachers and students believe our school is a safe and supportive environment
- 80% of students believe that most students at the school treat each other with respect
- 14% of student responses indicate that students do not treat adults with respect
- 26% of teachers & 23% of parents stated that students bully or harass other students

Feedback from the 2014-2015 Quality Review states: “School leaders ensure that all staff is consistently informed of the school’s expectations through ongoing communication and differentiated professional learning opportunities. Within the school community, stakeholders take responsibility in positioning students on a path to college and career readiness.”

As a new administration, we have established a priority need to uphold a culture of respect among all stakeholders. In order to accomplish this, we are implementing new programs and activities to enhance the school culture. Priority need is the social-emotional climate in the middle school where students feel supported and safe.

Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, we will further develop our supportive school culture by deepening the middle school students’ empathy for others through the implementation of various activities and programs focused on Respect for All as evidenced by a 5% increase of positive student responses (regarding respectful interactions) on the school survey report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
The Chancellor’s book recommendations are provided to school community and lessons are developed around the identified theme in order to help students develop character and promote positive school culture	Students, Teachers, School Community	September 2014 – June 2015	School Leadership, Teachers

As of February 2015, K-5 students will participate in Cloud 9 character-trait literacy-based program	K-5 Students	February 2015 – June 2015	Classroom Teachers, Cloud 9 Staff
School-wide monthly core virtues	K-8 Students, Teachers, School Community	September 2014 – June 2015	School Leadership, Classroom Teachers, School Community
School-wide PBIS Fun Friday Middle School Connections Period	K-8 Students 7 th and 8 th Grade Students	September 2014 – June 2015	Classroom Teachers, School Staff
SAYA & Partnership Community Based Organizations	K-8 Students	September 2014 – June 2015	Community Based Organization Staff
Monthly health & wellness walks	K-8 Students, School Community	September 2014 – June 2015	School Leadership, School Community
Parents participate in school activities including cultural celebration days.	Parents, Students, Teachers	September 2014- June 2015	School Leadership, Teachers, Parents
English Language Learners and their parents are supported through Saturday academic support programs and parent workshops.	Parents, students, Teachers	September 2014- June 2015	School Leadership, Teachers, Parents

Part 4 – Resources Needed

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

Teaching Staff, Guidance Counselors, Community-Based Counselors, Cloud 9 character trait program, CFN Network Professional Learning, Legacy Center Staff (for training, professional learning resource -The 7 Habits of Effective Teenagers)

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.

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Part 6 – Progress Monitoring

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

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

By February 2015, school community will participate in 5- themed walks to increase students’ empathy towards others, attend assembly programs and activities during Respect for All Week.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the 2013-2014 School Quality Snapshot, 31% of students met State standards on the New York State ELA exam. The average score at the school was 2.6 out of 4.5. It is important to note that the school scored above city and district average of 28%. The 2014 baseline NYC Performance Assessment results indicated that while most students were able to read and cite evidence from the texts, their organization and development of the writing task were below the standard.

The 2014-2015 Quality Review notes: “ Grade and vertical teams across the school that are engaged in professional collaborations related to curriculum development, the integration of the Common Core Learning Standards, analyzing student work, and assessment data”.

As a K-8 school, a priority need is for teachers to communicate with each other in order to inform their practice with the vertical expectations of the ELA Common Core Learning Standards. Increasing instructional coherence will address student gaps and support academic strengths.

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, teachers will work collaboratively in teacher team meetings analyzing student work and formative assessments resulting in 65% of students showing improvement in writing as evidence by an increase in two or more of the seven traits from the baseline writing assessment to the end of the year

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teacher teams will meet to analyze student baseline writing samples to discern gaps in student understanding of the writing process and craft strategies to support student writing.	K-8 ELA Teachers	October 2014 – June 2015	ELA Teachers, School Leadership
Teachers will provide direct instruction and model components of the writing process using the workshop model structure.	K-8 Students	October 2014 –	ELA Teachers, School Leadership

		June 2015	
Teachers collaboratively develop CCLS-aligned writing units.	K-8 Classroom Teachers	October 2014 – June 2015	Classroom Teachers, School Leadership
Students with disabilities and English Language Learners will be provided with multiple entry points and supported through scaffolding and differentiated instruction	K-8 Students with Disabilities, English Language Learners	September 2014 – June 2015	All Teachers of SWD's & ELLs, Related Service Providers, School Leadership
School will administer a mid-year performance task in writing to measure student growth and make adjustments to the writing program	K-8 Students	October 2014 – June 2015	ELA Teachers, School Leadership
Teachers will utilize rubrics and checklists to measure student progress towards mastery of the skills	K-8 Students	October 2014 – June 2015	ELA Teachers, School Leadership
Parents are included as ongoing instructional partners through the use of various instructional software programs such as iReady and ST Math.	Parents, Teachers, Students	September 2014 – June 2015	Classroom Teachers, School Leadership

Part 4 – Resources Needed

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

MOSL Baseline Writing Task, Mid-Year Performance Task, Rubrics, Checklists, Norming & Scoring sessions, Ready Gen , Core Knowledge curriculums and Professional Learning sessions.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By January 2015, 65% of students will show growth in at least one trait using the NYC Performance rubric.

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

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

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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

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

The results of the December 2014 School Quality Review Developing rating in indicator 1.2 confirmed the priority need to improve teacher pedagogy so that the curriculum meets the needs of all learners and results in the production of meaningful work products. The school also received a Developing in the School Quality Review Indicator 2.2 which identified a further need to increase teachers’ use of on-going checks for understanding to gather and track data to be used to adjust both curricula and instruction in order to meet the needs of all learners. Teachers are active participants in the process of refining pedagogical practice and support one another through inter-visitations, grade teams and instructional walks with a particular focus on the Danielson components 3b and 3d. Based upon the analysis of our data, we established our instructional focus: “Challenging all students to be actively involved in the learning process”.

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, administrators will observe teachers at least 3 times and provide targeted and actionable feedback to staff resulting in 65% of teachers improving a minimum of one level in 3B and/or 3D of the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Meet with every teacher in the beginning of the year for an Individual Planning Conference to establish professional goals	All K-8 Classroom Teachers	September 2014 – June 2015	School Leadership
Create a new teacher team of new teachers to collaborate and share best practices to enhance instruction	New teachers (<3 years of teaching experience)	September 2014 – June 2015	School Leadership (Principal)

Design Teacher Improvement Plan and work closely with teacher who received overall rating of "Developing"	Developing teacher	September 2014 – June 2015	School Leadership, Network Support Staff, Talent Coach
Observe teachers at least 3 times and provide teachers with rubric-based feedback following observations	All K-8 Classroom Teachers	September 2014 – June 2015	School Leadership
Provide on-going Professional Development for teachers on strategies to engage all students in learning including Students with Disabilities and English Language Learners	All K-8 Classroom Teachers	September 2014 – June 2015	School Leadership, Teacher-Led Professional Development, Network Staff Professional Development Citywide Professional Development
Provide teachers with individualized Professional Learning opportunities based on classroom observation data/ratings	All K-8 Classroom Teachers	September 2014 – June 2015	School Leadership, Teacher-Led Professional Development, Network Staff Professional Development Citywide Professional Development
Assessment data is provided to parents in a timely and convenient manner through software programs Jupiter Grades and Engrade.	All K-8 Classroom Teachers	September 2014 – June 2015	School Leadership, Classroom teachers

Part 4 – Resources Needed

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

Danielson Framework for Teaching, Talent Coach/JESA visit and feedback, Network Professional Learning, Coverage as needed (Inter-visitation /PL)

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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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:

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

By February 2015, administrators will observe all teachers at least two times and provide feedback, resulting in at least 20% of teachers showing improvements in 3B and/or 3D of the Danielson Framework

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In recognition of the critical role of parents as partners, our priority need is to increase the number and types of opportunities for parents to stay actively involved in their children’s educational experience. Attendance figures from 2013-2014 events indicate that approximately 5-10% of parents regularly attended Parent Association meetings. In order to increase parent participation, we are offering a wide variety of instructional and non-instructional workshops as well as regular opportunities for parents to meet with their children’s teachers. In addition to instructional workshops, we offer opportunities for parents to participate in workshops that address students’ social and emotional needs. Additionally, we are committed to building partnerships with parents through monthly family activities including, but not limited to Craft, Movie & Game Nights. Through the home-school connection, staff and families work collaboratively to support students’ academic achievement and success.

2014-2015 Quality Review feedback notes: “Parents are provided various workshops, such as on the Common Core Learning Standards, the GoMath program, how to support children’s learning through technology and how to navigate through ARIS, to ensure they are equipped with tools that will guide them in supporting their children at home.”

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 20% increase in parent attendance at school functions including instructionally-based parent workshops, Parent Association meetings and family events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust 			
School activities including family/centered events such as Theme Nights, STEM Expos, workshops that addressing the instructional	All K-8 students & Parents	September 2014 –	Parent Coordinator,

shifts/student needs including SWD and ELLs		June 2015	School Leaders, PTA Members, Teachers, Community Based Organizations & Partnerships
Regular communication with parents through online grading software such as Engrade and Jupiter Grades, and School Messenger	All K-8 Parents	September 2014 – June 2015	K-8 Classroom Teachers, School Leadership
Collaboration between parents and staff in SLT, Learning Leaders, Class Parents	Parents (PTA/SLT Representation)	September 2014 – June 2015	Parent Coordinator, School Leadership, Guidance Department
Community-based partnerships such as Legacy Center, STEM Program with Adelphi University, coat and food drives, fundraising walks for Cancer Society and other agencies.	K-8 Parents & Students	September 2014 – June 2015	Parent Coordinator, Guidance Department, School Leadership Classroom Teachers, Community Partnerships & Programs
Teachers will use their Parent Outreach time on Tuesday afternoon to provide parents with workshops around CCLS, homework help, NYS Testing, etc.	K-8 Parents	September 2014 – June 2015	K-8 Classroom Teachers, Guidance Department, School Leadership
Parent Coordinator will provide family workshops and training	K-8 Parents	September 2014 – June 2015	Parent Coordinator, School Leadership

Part 4 – Resources Needed

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

Parent Coordinator, Workshops, Tuesday afternoon parent engagement, Jupiter/Engrade, school messenger, SLT, Learning Leaders, Legacy Center, Partnership with Adelphi

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	x	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 10% increase in parent attendance at school functions including instructionally-based parent workshops, Parent Association meetings and family events.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • NYS ELA State Scores • Baseline Assessment Writing Task • Renaissance Assessment • Formative/Summative Assessments • Teacher Recommendations 	Classroom teachers are using Core Knowledge/CKLA Reading Program through all strands and I-Ready in small groups. Differentiated materials & varying text complexity on targeted topics. Program design inclusive of interactive reading and writing. In addition, we are using Rally, “Making Connections” & “Finish Line” reading books.	Students are provided AIS through small group instruction during classroom time using a workshop model.	Students are provided AIS intervention during classroom time as well as through structured after school programs that meet Wednesdays, Thursdays & Saturday Academy Program.
Mathematics	<ul style="list-style-type: none"> • NYS MATH State Scores • Renaissance Assessment • Formative/Summative Assessments • Teacher Recommendations 	Classroom teachers are using the Go Math Program & its supplemental materials during the school day to provide Math AIS. Additionally, we are also using ST Math, I-Ready & Moby Math to provide students with additional intervention support.	Students are provided AIS through small group instruction during classroom time using a workshop model.	Students are provided AIS intervention during classroom time as well as through structured after school programs that meet Wednesdays, Thursdays & Saturday Academy Program.
Science	<ul style="list-style-type: none"> • Middle School Science Assessment Scores • Teacher Recommendations 	Classroom teachers use the Core Knowledge Program’s (Science	Students are serviced with a push-in model into their	Services are provided during the school day as well as through

	<ul style="list-style-type: none"> • Student Performance: Summative/Formative Assessment 	content/strands) to provide additional support for reading comprehension through informational text and writing.	scheduled Science class.	our Saturday Academy Program with the integration of content specific instruction.
Social Studies	<ul style="list-style-type: none"> • Teacher Recommendations • Student Performance: Summative/Formative Assessment 	Classroom teachers use the Core Knowledge Program's (Social Studies content/strands) to provide additional support for reading comprehension through informational text and writing.	Students receive push-in support by the IEP teacher or designated cluster teacher.	Services are provided during the school day as well as through our Saturday Academy Program with the integration of content specific instruction.
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Anecdotal Reports • OORS Incident Reports • Teacher/Guidance Recommendations 	There are two full-time guidance counselors on staff. In addition, we have access to four additional social workers through our collaboration with Partnership with Children. Collectively, these staff provide at-risk services to students in need throughout the day and provide intervention support programs such as peer mediation, anti-bullying, girls group, boys group, conflict resolution, core virtues and values education program.	Depending on the need, services are provided through one to one, small group and whole class direct instruction.	Throughout the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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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.

The PS/MS 124 teaching staff is 100% highly qualified as indicated in the BEDS survey. Through networking conducted by the Administrative Team qualified pedagogues are hired if a vacancy is declared. To ensure that we hire highly qualified teachers that are competent in their pedagogy, the leadership team has collaboratively designed a rubric used during the hiring process. Candidates are screened using a rigorous hiring process which includes an in-depth interview in which candidates must demonstrate their knowledge of the Common Core Standards and the attributes of a highly effective teacher according to the Danielson Framework for Teaching. Leadership team attends city-wide hiring hall as well as collaborates with Queens College's Education Department, seeking future educators for our school.

The highly qualified staff holds licenses in: Early Childhood, Common Branch, Gifted and Talented, English, Math, Social Studies, General Science, Life Science, Social Work, Psychology, Speech, Occupational Therapy, Physical Therapy, Special Education, Physical Education and Administration.

Highly qualified teachers are maintained through providing opportunities under the umbrella of distributive leadership. E.g.

- Grade leaders
- Team Leaders
- Opportunities to participate in the STEM Teacher-Led Team
- New teacher team meetings
- Peer mentoring
- Inter-visitation and feedback
- Opportunities for rich, collaborative dialogue regarding school-based decisions via the Principal's open door policy

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).

The professional development model is comprehensive and includes weekly PD in the following contiguously linked model:

- Core Knowledge alignment of the strands to the CCLS
- Charlotte Danielson "Framework for Teaching" aligned to Advance
- Task assessments aligned to the Core Knowledge Program and the CCLS
- Workshop Model w/ emphasis on Writing across subject areas

The Professional Development program is differentiated based on teacher need. The Professional Learning Committee meets regularly to assess PD needs and arrange for specific professional learning opportunities.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The school provides an orientation meeting for parents of preschool students entering the elementary school program. Information packets are also provided for parents. Parents are invited in the beginning of the school year to meet the teacher and view the classroom; additional support is provided as needed.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The administration meets with a committee of teachers (MOSL committee) to discuss assessment options. The Professional Development Committee makes decisions regarding the implementation of programs and assessments throughout the school year. The school provides professional development for staff on how to use these results and data to improve instruction

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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 #

		(Refer to Galaxy for FY '15 school allocation amounts.)	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	\$616,620.00	X	Pgs. 9-10, 12-13, 19-21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$162,746.00	X	21
Title III, Part A	Federal	\$11,200.00	X	Pgs. 9-10, 12-13, 14-15, 16-18
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$6,193,232.00	X	Pgs. 9-10, 12-13, 14-15, 16-18, 19-21

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Osmond A. Church – P.S. /M.S. 124**, 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. . **Osmond A. Church – P.S./M.S. 124** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

Osmond A. Church – P.S. /M.S. 124, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 27	Borough Queens	School Number 124
School Name Osmond A. Church		

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 Valarie Lewis	Assistant Principal Linda Malloy
Coach	Coach H. Hwang
ESL Teacher Gail Lindman	Guidance Counselor Thomas Heaton
Teacher/Subject Area Judy Lefante	Parent Nazina Sally Harris
Teacher/Subject Area	Parent Coordinator Cynthia Lapsley
Related Service Provider Jackie Muneeb	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1344	Total number of ELLs	46	ELLs as share of total student population (%)	3.42%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1	1	1	1					9
SELECT ONE														0
Total	1	1	1	1	1	1	1	1	1	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	41	0	4	3	0	2	0	0	0	44

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	41	0	4	3	0	2	0	0	0	44
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	2	1	3	2	1		1					17
Chinese														0
Russian														0
Bengali														0
Urdu			1											1
Arabic		2	1	1		1	3	1	2					11
Haitian														0
French														0
Korean														0
Punjabi	2	2	3	1	3	2	1							14
Polish														0
Albanian														0
Other				1										1
TOTAL	5	8	7	4	6	5	5	1	3	0	0	0	0	44

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)	5	2				2				1				10
Intermediate(I)		2	2	1	3	2								10
Advanced (A)		6	5	2	3	1	5	1	2					25
Total	5	10	7	3	6	5	5	1	2	1	0	0	0	45

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4						5
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.

P.S./M.S. 124Q utilizes the Renaissance Program for assessment and six week progress monitoring in ELA and math. The targeted program in grades K-2 is called Renaissance Early Literacy Program. In grades 3-8, Renaissance Star Reading and math is used. The

early progress monitoring tool assesses students in: letter recognition, phonics, phonemic awareness, sight words, structural analysis, vocabulary, sentence level comprehension and paragraph level comprehension. The Star Reading Program 3-8 assesses students in vocabulary acquisition/literature and reading of informational text. Mathematics assessments are aligned to the CCLS grade specific and Go Math instructional program assessments which target basic math skills and development of number sense and computation aligned to problem solving.

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

An analysis of NYSELAT results from 2013 results from 2013 reflects the following breakdown:

- 6 Kindergarten scored: 1 Passed, 5 Advanced, 1 Intermediate
- 7 First Graders Scored: 1 Passed, 2 Advanced, 1 Intermediate
- 4 Second Graders: 1 Passed, 2 Advanced, 1 Intermediate, 1 Beginner
- 7 Third Graders: 2 Passes, 4 Advanced, 1 Intermediate
- 3 Fourth Graders: 2 Intermediate, 1 Beginner
- 5 Fifth Graders: 1 Passed, 4 Advanced
- 1 Seventh Grader: Passed
- 4 Eighth Graders: 3 Passed, 1 Advanced

An analysis reveals that students need approximately 2 years to attain proficiency across the levels unless there are other learning complications.

LAB-R results from 2013 reflect.

	Advanced	Intermediate	Beginner
Kindergarten	3	1	3
2			1
4		1	
5	1		
7	1		
8	3	1	

An analysis of the LAB-R indicates an overall progression from beginner to intermediate, intermediate to advanced and advanced to proficient. Students generally perform very strongly in all areas after two - three years of ESL. However, in the upper grades, listening tends to lag behind. We service our students with certified ESL teachers. The language breakdown is provided on the graph page 4. (languages are Spanish, Punjabi, and Arabic.)

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](#))

According to the NYSESLAT Modality Analysis, the majority of our students are proficient in listening and speaking with several students performing in the advanced level of proficiency. Our students are performing lower on the reading writing section. The reading program implemented is Core Knowledge. The program includes rich vocabulary and exposes students to non fiction literature with multiple opportunities to scaffold student learning. The School Leadership Team, ESL teacher, and classroom teachers use the data culled from the LAB R and NYSESLAT to create individualized action plans for each student. The results of the data culled helps in planning inter-active Core Knowledge lessons and the strategies are infused into the Academic Intervention support program model.

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?

The Data collected from the Spring 2013 State ELA Exams indicates the following:

In 3rd Grade 6 Students took the ELA: (5) Level 1, (1) Level 2,

In 3rd Grade 6 Students took the Math: (4) Level 1, (1) Level 2, (1) Level 3

In 4th Grade 5 Students took the ELA: (2) Level 1, (1) Level (3) 2 students were exempt from testing

In 4th Grade 5 Students took the Math: (2) Level1, (1) Level 2, (1) Level 3, 1 was not her for testing

In 5th Grade 5 Students took the ELA: (3) Level 1, 2 were not tested

In 5th Grade 5 Students took the Math: (1) Level, (2) Level 2, (1)Level 3, 1 not scored

In 6th Grade 1 Student was a new admit and was not tested

In 7th Grade 3 Students took the ELA: no scores, new admits

The students' level of achievement in mathematics has consistently improved over the past few years, and students have historically performed better in math than ELA.

The school leadership, ESL teachers, and classroom teachers use the data results from the LAB-R and the NYSESLAT to create an action plan to meet the needs of all the students. The results help in Planning Instructional Curriculum, Professional Development, Academic Intervention, and the purchasing of materials in order to meet the needs of the children. The students are grouped according to their proficiency levels in grade appropriate settings using materials to enhance their level of language acquisition.

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](#).)

The RTI Team assesses all ESL students through Renaissance Progress monitoring to identify which tier the student falls within . Identified Tier I students' instruction focuses on the Core Knowledge model and is aligned to the PBIS behavioral model. Identified Tier II students received targeted interventions in small group settings. Tier III students who don't respond to Tier II services receive intensive interventions targeting their deficits in one to one or small group support. In addition all Tier II and Tier III students participate in addition RTI support in a Saturday Academy from 8:30AM-12:30PM.

6. How do you make sure that a child's second language development is considered in instructional decisions?

As P.S./M.S. 124Q does not currently offer bilingual classes, second language development is the primary concern for all ELLs. We may consider the first language and its structures and symbols, as well as the associated culture, when tailoring lessons for our ELLs. Such things as previous schooling, first language reading and writing proficiency, characteristics of first language are all factors when determining a particular student's ability to thrive on English language tasks. Transitional lessons and exercises are designed to help students make a smoother adjustment.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

There is currently no dual language program.

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

"Our student caseload and description is dynamic and changes every year. The tendency today is towards older students with Arabic, Punjabi, and Spanish first languages. We generally have a constant population of Punjai students throughout the grades, but as the neighborhood matures and stabilizes, this population appears to have fewer ESL needs. As a result, our self-evaluation must also be dynamic.

We of course look to our scores to see if there is positive movement, which there is. Student work and writing samples product are also strong indicators. We must also regard whether our ELLs have successfully blended into our school culture and ask if they have friends, communicate with peers in English, can maintain a conversation with adults, are relaxed, complete homework, are engaged in their own learning and do they like school.

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](#).)
When a student is registered at P.S./M.S. 124Q, our Pupil Personnel Secretary administers the Home Language Identification Survey (HLIS) in the appropriate language. If a parent is in need of further translation, an appropriate and qualified staff member is summoned. At that point the ESL teacher called upon to conduct an informal interview with the child to see if ESL services are likely warranted. In any case, this will be followed up with a formal LAB-R assessment, no later than 10 days following registration but normally much sooner. If it is apparent during the informal interview that the child will require ESL services, the parents are given a Parent Orientation at the time of registration, time permitting. Otherwise, they are invited back to an orientation within 20 days of registration.

Our district, in all matters concerning the HLIS, has formally trained our Pupil Personnel Secretary. Our ESL teacher has likewise received consistent and ongoing training regarding the LAB-R and its proper administration, as well as how to conduct a comprehensive Parent Orientation.

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.
One on one Parent Orientation interviews are conducted with the parents or guardians of all newly identified ELL students. At that time, all three programs are explained in detail, using translation if necessary. We endeavor to have all parents interviewed within two weeks of enrollment. If parents do not keep their appointments, we will continue to make follow-up appointments. We take advantage of school events such as "Meet the Teacher" and "Parent/Teacher Conferences" to ensure that all parents have been interviewed and necessary paperwork has been completed.

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 [\[see tool kit\]](#).)
We make every effort that initial entitlement letters: surveys and selection forms are given personally to the parents, explained and signed at a face-to-face orientation. If after receiving several invitation parents are still unable to attend an orientation, we will send the materials home with an appeal to contact us if they've any questions. At that time, we also request their signature and to return the documents. This process is repeated until we achieve compliance. We utilize all Parent/Teacher scheduled events in order to facilitate this process.

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.
P.S./M.S. 124Q offers a freestanding ESL program for its ELL students. Our enrollment as well as parent preference does not support any other mode. If a parent opts-out of bilingual education for its child, the child is placed in our ESL program. If the parent prefers a bilingual situation for his child, we will contact ELL_Program_Transfers@schools.nyc.gov and forward their request. The parent is informed that we have requested a placement on their behalf. Historically, our parents have by and large preferred an English only approach to teaching their children and thus choose the ESL program as their first choice. We do occasionally find that parent will prefer a bilingual situation for his child, but it is never more than one or two a year.

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.
Each May, all of our ELL students are administered the NYSESLAT. It is given in our ESL Lab, generally in groups of four, according to the various levels. Each modality is given separately. Each modality is administered in the order prescribed: Speaking, Listening, Reading and finally Writing. Make-up exams are given individually. All test security procedures are strictly followed.
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. [①](#)

After reviewing the parents' surveys and program selections forms , we see that our parents continue to choose ESL as their first choice. Out of the last 20 enrolled ESL students, only 1 parent has selected another model. Historically parents who choose another model have Spanish as their home language. our school offers ESL exclusively, which is aligned with parent choice and preference.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. Instruction is given through pullout classes and delivered in our ESL Lab. Students are all seen for the mandated minutes.

b. The Children are blended respective to their proficiency, age and grade. There may be up to three different grade levels and proficiency levels in one group. ESL instruction is scheduled so that students on similar proficiency levels and similar grade levels are taught together. Some groups vary from day to day depending on service mandates. For example, a first grade intermediate students may be grouped twice a week with an advanced kindergarten group in order to fulfill rthe 360 minute-mandate and to supplement the academic needs of this student. As a result, P.S/M.S 124 can completely satisfy mandated program requirements with one ESL teacher.
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 ESL teacher, through careful planning and programming, is able to deliver all mandated instruction. Through blending of grades, proficiencies and levels, all students receive explicit ESL instruction for either 180 minutes or 360 minutes per week - as mandated. With advanced students, classroom teachers ensure that an additional 180 minutes of expliit ELA instruction met.

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.

Content is taught through the Core Knowledge Program as an entrée or delivery medium for English proficiency. Vocabulary is emphasized. Tasks utilizing dictionaries and thesauruses are emphasized. Students in upper grades and with little or no English are given pictorial supplements, computer activities as well as "native language buddies" in their general education classroom to assist with the transfer to content concepts. Social studies and science trade books at differentiated readability levels are utilized as well as thematic units specifically designed for the ELL students. These are used in the ESL classroom to supplement general classroom curricular and activities.

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

The Language Acquisition Team works to develop an instructional plan to support the academic progress of the ELL students. Through Core Knowledge professional development where the ESL teacher and classroom teachers confer on strategies to enhance the students performance across all content areas. The students level of literacy is targeted when planning and materials on their readability level are differentiated, topic specific to support content knowledge acquisition. The benchmark tests are given in September in their language and also in English. Students are given progress monitoring assessments every six weeks. The data is analyzed and instructional approaches and grouping are modified based on the data.

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

ESL instruction, throughout the school year, is continually emphasizing and accommodating the facilitation of all four modalities. Through explicit teacher lesson planning, activities are built into instruction that target listening and speaking as well as reading and writing. Our ESL classroom is not a quiet place. It is rather a place of controlled but constant language exchange. Progress is evaluated through observation, test, quizzes and student work. Students are encouraged to self-evaluate, being able to understand and express their needs and advocate for themselves. Through teacher assessments, conferencing with the students, student work, articulation with other teachers and staff, an ongoing evaluation of progress is continually assessed for each student.

Through the ARIS data site, formal assessment results are monitored. When appropriate, grade conferences are attended by the ESL teacher. Issues regarding ELL topics and students are discussed.

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).

(a.) The students identified as Students with Interrupted Formal Education are placed in the corresponding ESL program level based on their assessments. They receive intense Academic Intervention Services from ESL certified teachers in a push-in/pull-out program. All their assessments. ESL students attend school for 6 hours and 50 minutes (this includes their extended time), and the after school programs for additional support. They are provided with high interest books on their reading level to increase their comprehension and confidence. SIFE students receive differentiated instruction in their classrooms: students are grouped together for guided reading, based on benchmark reading scores, and small group instruction/and one-to-one instruction is provided to students daily in all content areas.

(b.) ELL students who are in school less than three years (newcomers) are placed in classrooms based on their proficiency levels and they receive ESL instruction according to their mandated times. Additional Academic Intervention Services are provided to the students using a push-in model in literacy and math. The classroom teacher, the ESL teacher and AIS support staff meet regularly to analyze the students' strengths and weaknesses in order to plan lessons to meet their individual needs. All ESL students in grades 2 - 5 are invited to attend an after school program to enhance language acquisition using a variety of materials. To differentiate instruction, ESL and the classroom teachers assess the students' reading levels using the Fountas & Pinell Benchmarking Program, and then group students together by reading levels in small groups, and one-to-one for guided reading and independent conferences. They provide the students with a variety of literature books on the "Just Right Reading" level. They are explicitly taught strategies to increase their level of comprehension through guided reading and writing, shared reading, and read aloud lessons. They are provided with materials and are taught effective reading strategies in preparation for when they become eligible to take the State Assessments.

c. All students falling into this category (receiving service 4 to 6 years) receive Academic Intervention Services for our literacy and mathematics coaches. They push-in to classrooms and provide extra support scaffolding student learning. Students are also invited to attend an after school program with a focus on enhancing language acquisition using materials that are aligned to their individual needs. Using benchmark reading assessments, we are able to differentiate student instruction, with small groups and one-to-one conferencing to support and scaffold student learning.

(d) For student in LTE category, we provide the following support: AIS-Academic Intervention Services - coach in literacy or math using push-in model which differentiates student instruction and support. After-school programs are available, with small class sizes that are designed by reading levels to further differentiate and give targeted support. Teachers meet one-to-one with students developing short and long term goals.

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?

Teachers in grades K through 2 use the Open Court reading series. This series incorporates modifications for ELLs and SWDs within the reading lessons. Teachers in grades K through 6 also use stand alone texts on various readability levels that cover topics in the Core Knowledge sequence in social studies, science, fine art, and literature. The Go Math! program incorporates modifications for ELLs in all grades. Teachers in grades 7 and 8 use a combination of stand alone texts in social studies, science, and literature as well Go Math! which incorporates modifications for ELLs and SWDs. Technology teachers also provide practice on a variety of websites to accelerate English language development for students in all grades.

A continual review of student work helps us to identify their strengths and weaknesses and activities during the year. We provide an ESL after-school program three (3) days a week to all ELL children in grades 2 - 5 . Teachers who teach these reading/math after school programs are ESL certified. In addition, we have other after school programs in which ELL-SWD children can participate: Dance/Movement, Basketball, Volleyball, and Art.

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

Our school staff works together to ensure that all students are receiving outside services during the least disruptive times and are pulled so that they do not miss one subject continuously. Outside services always support the learning and curriculum of the general education classroom helping to reinforce content, skills and curricula. Through on-going articulation and communication, the proper balance and exchange between general education classroom instruction and outside servicing and remediation is measured and adjusted. In the beginning of the year and throughout, we regularly review the IEP goals to ensure that goals are being met and supported. It is an ongoing process.

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:			

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

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

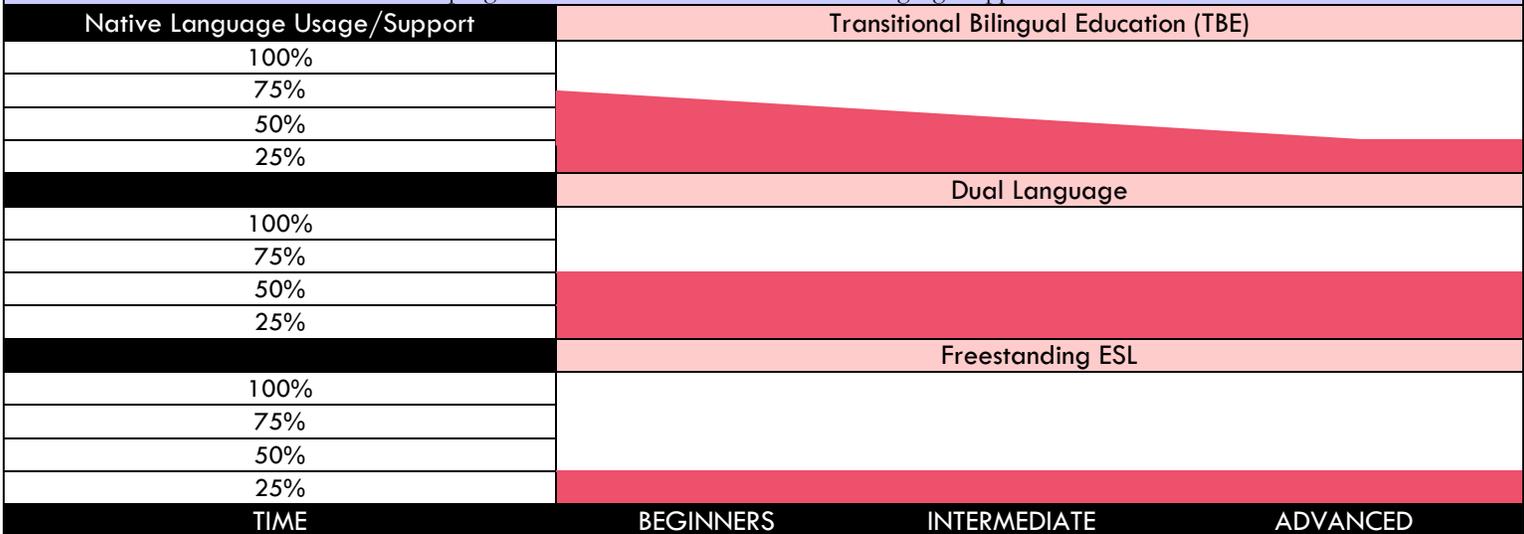
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- All P.S./M.S. 124Q supplemental services are available and accessible for our ELL students. All of our ELL students in third grade and above are enrolled in Extended Day. Many attend after school AIS programs as well as Saturday Academy. During the regular school day, reading and math coaches as well as classroom teachers service many of our third to sixth grade students during PD. First and second grade ELL students are pulled out for intensive phonics work, as needed. All of our instruction is in English, the target language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are fortunate here at P.S./M.S. 124Q that through the concerted efforts of staff, students and families, our ELLs perform well and succeed in school. However if we are to be frank and honest, we realize that education is a personal choice. In order to learn well, a student needs to agree that he wants to learn and to understand. Given this truth, our ESL program attempt to not only offer English to its students but also "attitude".. that is, a willingness to go deeper and a desire to understand why. Language develops as the need for it rises. Therefore, we raise the diving platform, jump, and reach further depths of understanding on a variety of topics which will naturally and gracefully require the appropriation of more language, both words and structures. This year, we will be doing more listening and discussion activities on the upper grades, and writing will be varied with less reportage. We can not make an orchestra if we play only one instrutment.
11. What new programs or improvements will be considered for the upcoming school year?
- We do not plan on discontining or implementing new programs in literacy. We have implemented a new math program Go Math and support in with the Measure Up Core Knowledge math program.
12. What programs/services for ELLs will be discontinued and why?
- There are no plans at this time, to remove any supplemental programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ELL students participate in the Extended Day model for an extral 100 minutes of instruction every week. The students are provided language development through the Reading Reform program. The program develops the students' phonemic awaremenss, sight vocabulary, fluency and impacts on reading comprehension. The students also participate in the AIS afterschool program on Monday, Tuesday, Wednesday and Thursday. This provides support in literacy and mathematics. The program model is small group instrutinal.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ESL Lab as well as every classroom is a print-rich environment, suffused with books, poster, labels and sentencne strips. Some classrooms utilize specialized computer programs for ELLs. The ESL lab has a take-home library containing a variety of trade books. For classroom instruction we have workbooks (MacMillan) texbooks "Into English" (Prentice Hall) and "ESL" (Steck-Vaughn). In addition we have the Language For Learning series by Options Publishing and several levels of Oxford Picture Dictionary. There are numerous other books for guided and shared reading instruction. Many trade books are on hand for independent reading or for reading with partners. ELL students are taught using a variety of tools: flash cards, vocabulary cards, textbooks, story omnibuses, tradebooks, workbooks, grammar books, picture dictionaries, coach books, skills targets books, Leap Frog, learning games, realia, arts and crafts, discovery techniques and books on tape. All tools are subject to the primary goal of stimulating language, sustaining discussion and expanding vocabulary through meaning experience.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- There is no formal native language support other than language buddies. We do have personnel who speak many of the languages represented by our ELL students; ex. Haitian Creole, Urdu, Punjabi and Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The servcies are infused within the Core Knowledge model K-8 the differentiated resources are provided where possible in

English with corresponding books in the student appropriate language. In addition, worksheets are differentiated and provided for all core knowledge strands in Literature, Science, Social Studies, and the Arts aligned to the students identified reading 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.

P.S./M.S. 124Q offers summer school during July and part of August. Should a new student be enrolled prior to this for the upcoming school year, we encourage his family to visit during the summer. At that time, we take them on a tour of the building and grounds, and answer any questions they may have. We give them Core Curriculum materials designed for parents and depending on the child's age and temperament, we sit him with a class for an activity, a snack or a game.

Activities that assist our ELL populations throughout the school year are:

- a. Afterschool activities such as dance and basketball
- b. Monitoring to help younger children
- c. Joining chorus
- d. Tutoring Spanish (older Li Spanish students)
- e. Monitoring help for classroom teachers (filing, room management, artwork etc.)

Our ELL population is fully integrated into our general population and always invited and included in whatever activities our school is doing, without exception.

18. What language electives are offered to ELLs?

The only language our ELL students elect is English.

19. For schools with dual language programs:

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

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.

1. P.S./M.S. 124Q has an ambitious professional development calendar. All staff received P.D. in adapting and supplementing for a variety of student situations. Our professional development endeavors to address the needs of ELLs as well as other special needs students, while addressing new curriculum and goals for achievement through the Core Knowledge instructional strands. All staff serving ELLs has received instruction and direction in teaching ELLs within the mainstream classroom, in groups as well as individually. Many have university credits in this area. We take this background into account when placing our ELLs in their classes. We find that sharing experiences and exchanging ideas in a fruitful resource for teachers in assisting ELLs. The LAP team encourages making as much opportunity for this within the school calendar and weekly schedule as possible. All teachers of ELL students have received at least 7.55 hours of mandatory instruction in ESL techniques and practices, either through college coursework, workshops or seminars.

2. For the past three years, P.S./M.S. 124Q staff has received professional development in the Charlotte Danielson model of 22 competencies. As the staff understanding and experience in using these frameworks grows, the PD sessions rise to the next level. Regarding Danielson, our ELLs are met with the same expectations as their general education classmates. We, of course, accommodate and support their English acquisition in the classroom, more explicitly explaining certain concepts and vocabulary through graphic, computer apps and translation. At grade conferences, ELLs are frequently discussed and ideas are shared as to techniques and materials that can help and specific curricula. Every Wednesday, staff is brought together and receives PD in a variety of areas, including the Common Core Standards and reaching specific needs, such as our ELLs. It is a work in progress.

3. Because we have our own Middle School, transitioning to this level for our students is almost seamless. If a student appears to need some support, we will provide whatever counseling; tutoring or organizing the student needs to succeed. Again, this is a case by base application. As students get ready to move onto high school, we guide them and their parents in making intelligent choices regarding their school application and the direction of their education, helping them to focus their goals in order to maximize their potential for success after they leave us.

4. The 7.5 hours of ELL training for all staff includes: 3 hours of seminars, 1 1/2 hours of ESL instruction, 1 1/2 hours of practical ESL instruction using ESL developmental lessons and goals, and finally, 1 1/2 hours of academics which may include, reading and reviewing articles or books in ESL or ELL related matters, modifying lesson plans to accommodate ELL needs and goals, viewing taped seminars or films on related subjects.

Through careful coordination, cooperation and active articulation between members of the P.S./M.S. 124Q staff, we are confident that an ambitious, supportive and flexible learning experience is being provided for all of our ELLs, no matter their level, natural abilities or background. We are committed to achievement for every one of our English Language Learners.

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. "P.S. /M.S. 124 is dedicated to increasing parental involvement of our ELL students. The administrative team, the Parent Coordinator and the ELL teachers are active in promoting parent involvement. Parents receive weekly flyers about upcoming parent workshops. Continued weekly workshops for parents are offered during the school day. Workshops address literacy as well as other areas of the curriculum and/or concerns. The parent Coordinator provides workshops and parent outreach on a consistent, on-going basis as well as support the needs of the school's parents at district-wide parent forums and training sessions. ESL teachers, literacy and math coaches, the parent coordinator, and additional staff members provide interpretation services for our parents who do not speak English and help translate all written communications sent home with students. NYCDOE translator service is used to translate all pertinent documents for parents of all ELL students."
 2. Parents are given the opportunity to engage in family activities as well as modes of education where they can feel a sense of belonging. PS 124Q is a school that actively works with Community Based Organization, such as Partnership With Children, and Learning Leaders.
 3. The administration team works closely with the Parent Coordinator to conduct four needs assessments a year where parents provide input into the activities they need in supporting their children.
 4. The parent involvement activities help to open up lines of communication. This includes movie nights, craft nights which gets parents involved.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: 27Q124 School Name: Osmond A. Church PS/MS 124

Cluster: 5 Network: 531

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

Part A: Needs Assessment Findings

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

The following steps are implemented:

- Review the Home Language Survey for languages spoken at home and develop a master list of translations needed per class and per grade.
- Interview and survey parents at parent orientations for needs of oral and written translations noting their preference which is then noted by the office staff and teachers
- Check ATS and cumulative folders for language codes and languages spoken by parents.
- Have parents select the language for communication at the opening "Meet the Teacher Night" conducted the fifth day of school.
- Enlist teachers school aids and parent volunteers for translation service
- Post bilingual signs in the lobby for parents to seek help with translations.

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.

- Language spoken by the parents include Spanish, Punjabi, Urdu, Italian and Arabic.
- Teacher surveys culling languages parents want communication in are shared through data collection and a report issued to all staff so they are aware of the translation needed.
- The school provides the oral and written translation service concerning the languages and parents above through support from the Translation and Interpretation Unit and supported through materials provided on DOE websites they are translated in the appropriate languages.
- Findings of translation needs and resources are updated monthly to the staff.

Part B: Strategies and Activities

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

The school provides written translations to parents, when required and requested. our Learning Environment Survey indicate we meet the translation needs of our parents. If new needs arise that we are unable to address, external agencies are hired to provide translation services.

Following are the steps implemented to support translation services:

- Provide ESL parents with Parents Guide in both English and their languages
- Parents also received Bill of Parents Rights and Responsibilities in identified language services
- HLIS forms in bilingual forms were used.
- Parents Survey and Program Selection in bilingual version were used.
- Service notices in different language forms went out to the ELLs parents.
- Orientation and other notices in translated versions were also sent to ELL parents.
- To ensure timely provision of translation documents and forms in translation are kept on file.

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.

The school provides oral translation for parents as indicated on the HLS and direct communication with the parent. Instances of oral translation are listed below.

- At parent orientations the pedagogues on staff who speak the designated languages provide translations.
- At parent workshop oral translation in Spanish, Urdu, Arabic, Punjabi by teachers and supported by Parent volunteers.
- At parent-teacher conferences parents receive translation through the online Translation and Interpretation Unity and staff volunteers.
- The school translation team supplemented by outside agency translators provides oral translation for parents.
- Parent coordinator assist by getting a parent translator team to contact parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will comply with Section VII of the Chancellor's Regulations A-663, regarding parental notification requirements for translation and interpretation services:

- Parents receive the Parents Bill of Rights and Responsibilities in different languages.
- Translation of Covered Languages signs have been posted in the lobby
- When parents/guardians enter the building there is a sign at the security desk where they can indicate the language they speak. Security notifies the main office that a parent is coming up with a pass and indicated if a translator is needed noting the language. The secretary, Ms. Rodriguez notifies the appropriate staff to report to the office to assist in translation.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<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: Osmond A. Church	DBN: 27Q124
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 62
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

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:

ELL students are included in afterschool AIS classes under separate funding. These classes are taught by common branch teachers and run from November 5, 2014 through April 23, 2015.

A thirteen week Saturday ELL Academy will commence January 10, 2015 and continue through at least April 23, 2015. Each session will last 3 hours from 9:00 AM-12:00 PM. The program design for the ELL student in all subgroup populations is conducted in English by one ESL-certified teacher who was recruited from outside the district and two additional teachers on staff, one of whom has a foreign-language license, the other has a common branch license. Teachers will plan curriculum together in three sessions. Each session will last for one hour. All ELL students are in targeted tiered groups aligned to their instructional levels in ELA, math, and writing.

All ESL students in grades 3-8 will be invited first to participate in the program and depending on the response, Grades K-2 will be invited if there is room. Students will be placed in tiered classes based on their NYSESLAT levels and data derived from Renaissance Star Reading and baseline assessments.

Present breakdown of students is as follows: Kindergarten (4B,2I, 6A), Grade 1 (2B,2I, 5A), Grade 2 (2B,3I, 7A), Grade 3 (2B,0I, 5A), Grade 4 (3B, 3I, 3A), Grade 5(0B, 1I, 5A), Grade 6(1B, 0I, 3A), Grade 7(0B, 1I,2A). Total students equal to 62. The program will be inclusive of the following skills development:

*Infuse skills and strategies in phonics and structures linguistics through the SRA targets including cross-curricular connections and opportunities for practice in reading comprehension, listening and speaking (expressive and receptive language skills.)

* Classrooms have leveled Core Knowledge content literature on the tiered, identified reading level. ESL teachers incorporate model lessons, guided reading groups and one on one conferencing focusing on student individually targeted goals.

*Students are provided dual language- books to support development of vocabulary and cross comprehension.

*Math ESL intervention incorporates Go Math ancillary materials that support classroom instruction and problem-solving. Math manipulatives are used for hands-on experiences.

*Additional materials to support the tiered program include the dual-level Continental Jump Start Program, Finish Line Skills Series. Dual language books are acquired through Sundance-Newbridge in Spanish, Hindi, Arabic, and Punjabi.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

A comprehensive professional development program is provided for all teachers of the Title III and ELL school programs as part of a school-wide focus on improved pedagogical practice infused with differentiated ESL strategies and RTI strategies.

Spiraled topics include Go Math, Task Analysis, the Common Core Learning Standards, as well as training in effective pedagogy as described in the Danielson Framework for Teaching, with a particular emphasis on components 3b (Using Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction).

The ESL lead teacher and AIS support staff in Core Knowledge, reading and math confer weekly to review data targeting student-identified strengths and specific areas to target. Additionally, ESL teachers provide a series of targeted, grade-specific professional development workshops to the entire teaching staff during contractually-mandated professional development sessions. These sessions target the following:

*Grade-specific pedagogical strategies for ELL students

*Differentiation of tasks inclusive of literacy, math, science, and social studies

*Effective parent outreach

Teacher training is extended through weekly collaborative planning sessions which take place during the school day or during the contractually mandated extended time allocated to professional development.

In addition, professional development will be provided by a certified ESL teacher for the foreign language teacher and the common branch teacher participating in this program. There will be two sessions. Each session will last one hour and will take place after school from 2:30 PM-3:30 PM during the month of December. Additional training for pedagogical staff during afterschool sessions is intended, but dependent on staff availability.

Professional development is provided for ESL teachers through CFN 531 and includes sessions on effectively using data gleaned from standardized and formative testing to target specific areas of weakness.

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:

PS/MS 124 is dedicated to increasing parental/guardian involvement of all ELL students to positively impact student achievement and assimilate families into the school community. To this end, the

Part D: Parental Engagement Activities

Administrative team of Principal Maritza Williams Jones; Assistant Principals M. Alarcon, T. Babb, and J. Bonner; Parent Coordinator C. Lapsley; Core Facilitator J. Lefante; ESL teachers G. Lindman and M. Lisnitzer as well as other staff members, work collaboratively to promote parental involvement. Weekly workshops are offered for parents during the parent engagement session of the contractually mandated extended professional time addressing the following topics:

- * Common Core State Tests: ELA and Math
- * The High School Process
- * Adjusting to Middle School
- * Supporting Your Child at Home
- * Engrade
- * Jupiter Grades
- * Art and Culture
- * Bullying
- * Supporting your Child Through Technology
- * How to Navigate Through the DOE Website

Additionally, ESL-certified teachers will offer parent workshops from 9 AM-11 AM on Saturday mornings on the following dates:

January 31, 2015- Navigating the DOE Website for Information to Assist the ELL Student

February 28, 2015- A Closer Look at the Common Core State Tests

March 28, 2015 -Online Resources to Assist Your Child in School

April 25, 2015 - The Local Library and Other Community Resources

These workshops will also be offered once a month on Friday mornings before school from 7:30 AM to 8:00 AM on the same topics for parents who are unavailable the previous Saturday. They will be alternately presented by ESL-certified teachers, M. Lisnitzer and G. Lindman, and are tentatively scheduled for February 6, 2015, March 6, 2015, March 27, 2015 (scheduled before the Saturday due to Spring Recess), May 1, 2015, and June 5, 2015. This last workshop will focus on maintaining English language skills over the summer break. The ESL teachers presenting these workshops will participate in six one-half hour planning sessions that will take place before school from 7:30 AM-8:00 AM during the months of December and January.

Additionally, seven parent workshops that are both recreational and social are planned once a month in the evening from 6:00 PM-7:30 PM. These family events are designed to increase the social contact our immigrant families have with each other, and foster a more cohesive and tolerant school community. Planned workshops will be staffed by a common branch teacher and our principal who is ESL-certified. Dates are: November 24, 2014 - Craft Night, December 22, 2014- Bingo Night, January 26, 2015-Movie Night, February 23, 2015- Chinese New Year Night, March 23, 2015- Pajama Book Jam Night, April, 27, 2015- Earth Day Night, May 18, 2015- Bring a Rake Night. Title III funds will partially fund these events. The balance of funding will come from other school funds.

The ESL teachers and guidance counselors, R. Semper and T. Heaton collaborate with the parents of ELL students to prepare for the high school application process. The counselors, and translators when necessary, meet with the parents/guardians during conventional school hours to review the high school application and assist in its completion.

Part E: Budget

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

Allocation Amount: \$ _____

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