

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K112

School Name:

P.S. 112 LEFFERTS PARK

Principal:

LOUISE VERDEMARE (ALFANO)

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Lefferts Park School Number (DBN): 20K112
PK-5
Grades Served: _____
School Address: 7115-15th Ave Brooklyn, NY 11228
718 232-0685 718 232-3609
Phone Number: _____ Fax: _____
School Contact Person: Louise Alfano Email Address: lverdem@schools.nyc.gov
Principal: Louise Alfano
Margaret White
UFT Chapter Leader: _____
Bob Lee
Parents' Association President: _____
Mary Kayser
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Bob Lee
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
415 89th Street Brooklyn, NY 11209
Superintendent's Office Address: _____
kcostan@schools.nyc.gov
Superintendent's Email Address: _____
718 759-4912 718 759-4842
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
415 89th Street Brooklyn, NY 11209
Director's Office Address: _____
cherylwatson@schools.nyc.gov
Director's Email Address: _____

18-759-4862 718-759-4960

Phone Number:

Fax:

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Louise Alfano	*Principal or Designee	
Margaret White	*UFT Chapter Leader or Designee	
Bob Lee	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Kayser	Member/SLT Chairperson	
Danielle Deneen	Member/Teacher	
Diana Fahmy	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marina Argiro	Member/Teacher	
Stephen Chan	Member/Parent	
Clive Li	Member/Parent	
Anne Harrisison	Member/Parent	
Asmaa Berraha	Member/Parent	
Edaliz Carbonell-Beam	Member/Parent	
	Member/Parent	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The P.S. 112 vision is committed to establishing and maintaining high standards of excellence for all our students. A positive educational environment is maintained where parents, teachers, administrators and students are engaged cooperatively in developing academic and social growth. As our mission, we are dedicated to the belief that all children can learn and we strive to engage our students in active and productive activities that will develop independent skilled learners who will be prepared for all future endeavors.

P.S. 112 is located in Dyker Heights Brooklyn. Currently, our school consists of grades PreK-5 and our student enrollment is 614. Our English Language Learner (ELL) population is approximately 24% and our Special Education (SE) population is 15%. There are three to four classes, one to two of them being Integrated Co-Teaching (ICT) classes on each grade. The ICT model allows for the special and general education teachers to work together throughout the day to adapt and modify instruction for children and make sure the entire class has access to the general education curriculum. P.S. 112 has recently acquired an additional building located one block east of our existing building which opened up in September 2015. This new building allowed for our school to open up a Pre-K Dual Language class and two additional Kindergarten classes, one being a 12:1:1.

Our goal is to develop each and every child into a lifelong learner. Our program includes a balanced approach to the teaching of reading and writing which is standards based. This approach incorporates large group, small group and individualized instruction within a workshop model. The workshop model includes a mini-lesson, independent work time and a share session. Additionally, students participate in daily Close Reading seminars where they read, analyze and discuss complex text using a Socratic Seminar approach. In all classrooms, teachers read aloud daily and provide daily word study to students.

Go Math is our standards based math program. All of our teaching approaches continue to evolve as we participate in ongoing professional development and reflect on classroom-based teacher research. The Common Core Learning Standards set forth by New York State guide our planning.

Social Studies is taught through the use of non-fiction and historical fiction to bring multiple perspectives of events in our world to students. We incorporate the Independent Investigation Method (IIM) which trains students in the research process as they are learning Social Studies concepts.

The Science Curriculum is enhanced by a "hands-on" science cluster program, which involves students in demonstration and experimentation. The scientific process is developed and encouraged in each grade as is the integration of non-fiction literature into the science curriculum.

Our wireless technology lab offers students the opportunity to conduct technology based projects. Additionally, our classrooms have wireless laptops and Promethean Boards which enable us to infuse technology into all curriculum areas.

The arts are alive and well at P.S. 112. We offer students programs in fine art, dance, music appreciation, music instrument instruction, band, violin and chorus. Our partnership with the Brooklyn Conservatory of Music and Carnegie Hall enhance the music program at our school.

Students are supported academically with an Intervention Teacher, a Reading Recovery Teacher, and three Reading Support Teachers who work in our classrooms to support students who need extra academic help in a small group

setting. ESL instruction is provided to students who qualify daily. An Intervention Team is created to carefully assess students' work, arrange parent meetings and create a targeted intervention plan for students who are experiencing academic challenges. Academic intervention services, such as speech and language as well as counseling are also available.

Research indicates that the most effective way to encourage continuous learning and improve instruction, is for teachers to have opportunities to meet together to share ideas and participate in professional development. Our more experienced teachers generously share their time and expertise with newer staff members. The school program provides common planning periods to all grades to support this work. Our teachers complete surveys to request specific professional development tailored to their needs and also participate in organized workshops to meet our school-wide curriculum goals. We not only strive to create a community of learners within our classrooms, we are a community of learners!

P.S. 112 encourages parental involvement in a variety of ways. The School Leadership Team is comprised of administrators, staff and parents. The SLT meets monthly to address elements of the Comprehensive Education Plan (CEP), organize family events, review initiatives that have been put into place and keep abreast of school news. Additionally, the Parent Teacher Association consists of parents who come together in order to benefit all the students of P.S. 112. The PTA holds monthly meetings to share information, encourage regular communication with parents and recruit volunteers for school functions. The PTA volunteers many hours in order to assist with fundraising and functions for the children throughout the school year. Their mission is to create enough funds so that we may continue providing excellent educational opportunities to our children. Our school also offers parent workshops to help parents assist their children at home academically or to provide information about city and state mandates. Our Parent Coordinator also offers Adult ESL and cooking classes for the families of our students.

P.S. 112 is always looking for innovative ways to bring families together! We host family events throughout the school year such as Movie Nights, Family Fun Night, Someone Special Dance and the Spring Arts Festival. Additionally, we have a school-wide Book of the Month. All the children read the Book of the Month with their class and throughout the month children bring the book home to read, discuss and write about with their families.

Our school has formed special collaborations and partnerships with different organizations in an effort to provide a variety of opportunities for our children. For example, we participate yearly in The Common Cents Penny Harvest where students collect money to donate to organizations that a group of fourth and fifth graders research themselves. They also design service projects to help those in need. We have formed a partnership with Capital One Bank so our third grade students can participate in a program to learn about money, banking and finances.

P.S. 112 was rated Well Developed in all Quality Review Indicators during the 2014-2015 school year. A focus on the indicators related to the Rigorous Instruction element of the Framework for Great Schools shows that our area of celebration is ensuring engaging, rigorous and coherent curricula aligned to the Common Core Learning Standards in all subject areas with accessibility for a variety of learners. Our area of focus, although rated Well Developed, is strengthening the alignment of assessments to curricula and using these on-going assessments to analyze the information on student learning outcomes to adjust instructional decisions within the classroom as well as grade-wide. More specifically, for teachers to use assessment data to differentiate instruction in an effort to address individual students' misunderstandings.

20K112 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	559	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	65.9%	% Attendance Rate		95.2%
% Free Lunch	65.7%	% Reduced Lunch		4.3%
% Limited English Proficient	19.4%	% Students with Disabilities		18.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		0.6%
% Hispanic or Latino	29.2%	% Asian or Native Hawaiian/Pacific Islander		43.6%
% White	26.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.19	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.64
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	43.2%	Mathematics Performance at levels 3 & 4		54.5%
Science Performance at levels 3 & 4 (4th Grade)	85.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

P.S. 112 was rated Well-Developed on the 2014-2015 Quality Review on all five indicators. Within the Quality Review Indicators that reflect our instructional core, our school was successful in ensuring engaging, rigorous and coherent curricula aligned to the Common Core Learning Standards (CCLS) in all subject areas creating accessibility for a variety of learners. We were also successful in understanding and implementing the instructional shifts and the Danielson Framework for Teaching to devise effective instruction that yields high quality student work. Additionally, although rated Well Developed, our focus was to strengthen the alignment of assessments to curricula and use these on-going assessments to analyze the information on student learning outcomes to adjust instructional decisions within the classroom as well as grade-wide. More specifically, for teachers to use assessment data to differentiate instruction in an effort to address individual students’ misunderstandings.

The results of the 2015 New York State Common Core English Language Arts Assessment (NYS ELA) show that 50%, 37% and 41% of students in grades 3, 4 and 5 respectively scored at Levels 3 or 4. The total school performance in ELA is 43%. An analysis of student performance trends of the 2014 and 2015 NYS ELA assessment show a decrease of 2% in student progress from grade 3 to 4 and a decrease of 8% from grades 4 to 5. Analysis of data also shows that 2.7% of ELL students and 11% of SWDs scored at level 3 or 4. ELL students meeting grade level standards have decreased 4.3% as compared to the 2014 assessment and SWDs meeting grade level standards have remained the same. However, data shows that 60% of ELL students and 58% of our SWD population made progress on this year’s assessment as compared to 2014.

The results of the 2015 New York State Common Core Mathematics Assessment (NYS Math) show that 46%, 51% and 66% of students in grades 3, 4 and 5 respectively scored at Levels 3 or 4. The total school performance in Math is 54%. An analysis of student performance trends on the 2014 and 2015 NYS Math assessment show an increase of 6% in student progress from grade 3 to 4 and an increase of 13% from grades 4 to 5. Analysis of data also shows that 18% of ELL students and 19% of SWDs scored at level 3 or 4. ELL students meeting grade level standards have decreased 11% and SWDs meeting grade level standards have decreased 7%. However, data shows that 59% of ELL students and 33% of our SWD population made progress on this year’s assessment as compared to the 2014.

An analysis of student performance trends of the 2014 and 2015 ELA Periodic Assessments show an increase of 11.1% in student progress from grade 3 to grade 4 with 40.3% of students meeting proficiency in 2014 and 51.4% of students meeting proficiency in 2015. The assessments also show an increase of 2.7% in student progress from grade 4 to grade 5 with 52.3% of students meeting proficiency in 2014 and 55% of students meeting proficiency in 2015. The data also shows an increase in student performance in grades 3 and 5. Grade 3 increased 12.3% in student performance from 40.3% to 52.6% and grade 5 increased 6% in student performance from 49% to 55%. However, student performance in grade 4 has decreased .9% from 52.3% to 51.4%.

An analysis of student performance trends on the 2014 and 2015 Math Periodic Assessments show an increase of 8.6% in student progress from grade 3 to grade 4 with 45.5% of students meeting proficiency in 2014 and 54.1% of students meeting proficiency in 2015. The assessments also show an increase of 4.1% in student progress from grade 4 to grade 5 with 57.7% of students meeting proficiency in 2104 to 61.8% of students meeting proficiency in 2015.

The data also shows an increase of 1.3% in student performance in grade 3 from 45.5% to 46.8%. However, student performance in grade 4 and 5 has decreased. Grade 4 decreased 3.6% in student performance from 57.7% to 54.1% and grade 5 decreased .2% in student performance from 62% to 61.8%.

As such, the priority need addressed in the goal and action plan is to improve student progress and performance within all academic areas through teachers' use of formative and summative assessment data to differentiate instruction to address individual students' misunderstandings.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of the teaching staff will receive an overall rating of “effective” or higher on the Charlotte Danielson’s Framework for Teaching, component 3d (Using Assessment in Instruction) as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will implement literacy, math and content area tasks. Literacy tasks require students to read and analyze informational texts and in response produce explanatory writing as well as provide arguments to support claims. Math tasks require students to demonstrate their ability to model with mathematics, construct viable arguments and critique the reasoning of others. Content area tasks will assess standards within the curriculum. Tasks will be differentiated to provide access for all learners and student work will be analyzed to guide instruction. These work samples will be further analyzed for teacher inquiry work in order to identify successful strategies which will</p>	<p>K-5 students including English Language Learners (ELLs) and Students with Disabilities (SWDs)</p>	<p>October 2015 through June 2016; 6 week cycles</p>	<p>Classroom and content area teachers and administration</p>

<p>strengthen the academic achievement of our SWDs. These inquiry cycles will ultimately provide teachers with an expanded array of strategies to be used with these students.</p>			
<p>Classroom teachers will implement daily, 30 minute close reading sessions using a Socratic Seminar Approach. ESL, SETSS, AIS and Reading teachers will implement close reading seminars with small groups of students, differentiating instruction based on need. During this scheduled time, students will read, analyze and discuss complex texts through the use of teacher questioning. Analyzing complex texts will increase higher order thinking and comprehension skills as well as introduce new and advanced vocabulary. Reading and comprehending texts of a complexity level within the grade appropriate band as identified by the CCLS is essential for high achievement in college and the workplace. Teachers will formatively assess students throughout the seminar discussion and students will set goals and reflect on their learning. Additionally, writing samples using text based evidence will be analyzed to monitor student progress and guide instruction. Formative assessment data and writing work samples will be analyzed for teacher inquiry work in order to identify successful strategies which will strengthen the academic achievement of our SWDs.</p>	<p>K-5 students including English Language Learners (ELLs) and Students with Disabilities (SWDs)</p>	<p>September 2015 through June 2016</p>	<p>Classroom, content area, ESL, SETSS, AIS and Reading teachers and administration</p>
<p>Teachers will participate in a variety of professional development workshops focusing on strategies to enhance literacy and mathematics instruction for all learners incorporating Universal Design for Learning (UDL) and English as a New Language (ENL) strategies. Literacy workshops will focus on the analysis and unpacking of the CCLS, using formative assessment during instruction to evaluate student learning and progress and the implementation of Socratic Seminars within our Close Reading sessions. Teachers will participate in ongoing Exemplar and Go Math workshops to ensure alignment to the CCLS, differentiate instruction for all learners and help students meet the rigorous demands of the standards.</p>	<p>All teachers including ENL, SETSS, AIS, and Reading teachers.</p>	<p>September 2015 through June 2016</p>	<p>Classroom, content area, ESL, SETSS, AIS and Reading teachers and administration</p>
<p>Our school will engage families and support their understanding of Rigorous Instruction and the CCLS in order to increase student achievement and support their children at home. Parents are provided assistance in understanding City, State and Federal standards and assessments during PTA meetings. A review of the CCLS and the steps our school is taking to align curriculum to meet the standards is provided for parents. For example, parents have the opportunity to participate in Go Math workshops where they will receive an overview of the program as well as access to websites such as Think Central and Go Math Academy to help their children at home. Parents are also provided usernames and</p>	<p>Families</p>	<p>September 2015 through June 2016</p>	<p>All teachers, Administration, PTA and the Parent Coordinator</p>

passwords for various literacy websites and research databases such as Tumble Books, Encyclopedia Britannica Online, Raz Kids and Brainpop so they can work with their children at home. Additionally, parents are provided with information and resources during parent workshops regarding the changes in the New York State assessments and the expectations of their children. The parents are provided with a caring and effective home-school partnership to ensure that they can effectively support and monitor their child's progress. Monthly curriculum letters, math assessments, students' reading levels as well as reading and writing goals are sent home to advise the parents of the units of study being taught at school and how their children are performing.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources to achieve this annual goal and implement this action plan are as follows: Teacher's College and Common Core Library Literacy tasks, Exemplar tasks, literacy materials for Close Reading Seminars such as Readworks.com and Rally's Understanding Complex Texts. Period 1 of our school day has been devoted to Close Reading Seminars for all students. Professional development workshops will be presented by in-house teachers and outside vendors. Various literacy and math websites will be available for families such as Think Central and Raz Kids. Presenters for parent workshops will include teachers, PTA members and Parent Coordinator. Per session monies will be used for staff members and administration when providing workshops outside of the school day and substitute teachers will be placed for teachers when attending outside workshops.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our school will engage in progress monitoring as a part of an overall cycle of continuous improvement planning. Mid-point benchmarks that will indicate school progress toward meeting our goal are as follows: teacher formal and informal observations, fall and spring tasks, periodic assessments, teacher observation forms, professional development agendas, parent workshop attendance sheets and website login status. Fountas and Pinnell running records and the mid-year periodic assessments will be used to measure the school's progress toward meeting our annual goal. The benchmarks will be reviewed in February 2016 and compared to baseline assessment results and data to monitor progress toward our end of year goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 NYC School Survey, approximately 50-60% of parents communicate with their child’s teacher or have in-person parent-teacher conferences about their child’s performance at least once a month. However, 64% of parents never volunteer time to support our school whether in the classroom or at school-wide events. Additionally, an analysis of parent data collected from the 2013-1014 NYC School Survey shows that over 93% of parents are satisfied with our school’s curriculum, instruction and assessment practices. Over 94% of parents are satisfied with our school’s use of resources to support continuous improvement. Over 91% of parents are satisfied with our school’s learning environment. However, the data also shows that only 78% of parents believe they have been invited to our school for workshops, programs or performances 3 or more times this year and only 34% of parents attended a PTA meeting 3 or more times this year.

As such, the priority need addressed in the goal and action plan is to increase family involvement of all students including families of ELL students and SWDs at workshops, PTA meetings as well as school events by providing families with widely advertised invitations, presentations and information sessions offered by school-based members as well as community-based organizations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50%-70% of all PTA Meetings (5-7 out of 10 meetings) will include presentations and information sessions facilitated by a community-based organization, community partners or school-based personnel as reported by agenda and minute documents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our school will continue to design innovative ways to provide families with notifications of upcoming events, workshops and meetings. All monthly calendars and notices of meetings will be sent home to families in multiple languages in an effort to reach our diverse school community. We will display a list of all the family events happening for the month in the front corridor for parent awareness.</p>	<p>Families</p>	<p>September 2015-June 2016</p>	<p>PTA, Parent Coordinator and Administration</p>
<p>In an effort to increase parent participation, questionnaires will be sent home to families, in all languages, with possible workshop ideas for parents to identify presentations and workshops that best suit their needs.</p>	<p>Families</p>	<p>September 2015, December 2015 and March 2016</p>	<p>PTA, Parent Coordinator and Administration</p>
<p>PTA meetings will include presentations and information sessions facilitated by community based organizations, school-based personnel and community partners. These workshops will include information for all families to address the needs of all students including ELLs and SWDs. Based on the September Parent Surveys, Dial-A-Teacher workshops will provide support for families to help their children with homework and problem solving strategies. The Center for Integrated Teacher Education (CITE) will provide workshops focusing on Helping Your ELL Children Learn English and Understanding the Common Core Learning Standards. NYC Parent Partnership will offer information sessions about special education, Individual Education Plans (IEPs), learning disabilities as well as providing resources for parents to support their children at home.</p>	<p>Families</p>	<p>Monthly meetings from September 2015-June 2016</p>	<p>PTA, Parent Coordinator and Administration</p>
<p>Teachers will organize workshops for the parents and families of their own students based on a needs assessment of student learning targets. Teachers will assess student learning and outcomes to design workshops and information sessions that can help parents help their children at home. These will include navigating the state website, Raz Kids and Think Central.</p>	<p>Families</p>	<p>September 2015-June 2016</p>	<p>Teachers and Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources to achieve this annual goal and implement this action plan are as follows: PTA, Parent Coordinator, administrators and presenters for workshops, per session monies for presenters, books and materials for presentations.

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our school will engage in progress monitoring as a part of an overall cycle of continuous improvement planning. Agendas and attendance sheets from parent workshops and PTA meetings have been identified as our mid-point benchmarks and will be reviewed in order to identify progress towards meeting our goal of the inclusion of information sessions at 50%-70% of all meetings. Data will be further analyzed to identify the percentage of parent participation at meetings and workshops.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	NYS ELA Assessment, Reading Benchmark assessments, post unit assessments, guided reading, conferences, writing samples	ELA interventions include Leveled Literacy Intervention, Wilson Reading System, double dose Foundations, Reading Recovery, Great Leaps and Imagine Learning	AIS providers work with at-risk students in small group or one-to-one sessions depending on the program and level of intervention deemed appropriate.	AIS providers work with students during the school day. Teachers also provide AIS services either before or after school.
Mathematics	NYS Math Assessment, pre and post unit assessments, math tasks, classroom observations and conferences	SETSS and Push-In teachers, before and after school small group instruction	Teachers work with at-risk students in small groups	SETSS and Push-In teachers work with students during the school day. Teachers also provide AIS services either before or after school.
Science	Science tasks, unit assessments, classroom observations and conferences	SETSS and Push-In teachers	Teachers work with at-risk students in small groups	SETSS and Push-In teachers work with students during the school day. Teachers also provide AIS services either before or after school.
Social Studies	Unit assessments, end of unit projects, classroom observations and conferences	SETSS and Push-In teachers	Teachers work with at-risk students in small groups	SETSS and Push-In teachers work with students during the school day. Teachers also provide AIS services either before or after school.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Classroom performance, social/emotional difficulties, teacher observations, PPT consultations	Counseling or Speech Services	Counselors or speech teachers work with students in small groups or one-to-one sessions.	Counselors and speech teachers work with students during the school day
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All of the teachers at P.S. 112 are Highly Qualified Teachers. P.S. 112 has partnerships with St. Francis and St. Joseph's Colleges for student teacher placement. These partnerships provide us with a pool of candidates from which to draw our future staff members. P.S. 112 offers a wide variety of professional development and workshops for teachers. These workshops provide training and support in reading, writing, math and technology as well science and the arts. The professional development sessions and workshops are held throughout the school year and provide teachers the support they need to refine instructional practices. Additionally, teachers are given the opportunity to request professional development in areas that align to their professional goals. This is accomplished through the use of professional development surveys and teacher goal setting.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>To ensure all students meet the Common Core State Standards, teachers, administrators, paraprofessionals and other school-based staff regularly receive professional development around the CCLS. Professional development workshops that focus on reading, writing, math and technology instruction for all learners are provided by expert staff as well as outside facilitators. Teachers meet in grade teams and with administrators during common prep periods, grade conferences and weekly collaboration periods to address instructional strategies to meet the CCLS. Our school participates in Teachers College Professional Learning to ensure we are kept abreast regarding NYC Instructional Expectations to meet the CCLS. Additionally, teachers and administrators attend and provide workshops regarding the Danielson framework, which highlights best instructional practices for teachers to help their students meet the demands of the CCLS.</p>

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.).

In September, teachers will engage students in stories, songs and chants to help ease the transition into Kindergarten. Teachers will establish routines for children giving them a sense of security. Students will have the opportunity to explore their classroom, tour the building and meet teachers and staff who are important to the school community. Additionally, teachers will have parents fill out beginning of the year surveys about their children in an effort to learn about his/her habits, likes, dislikes, favorite things to do and special talents.

In June, our school will provide a Kindergarten Orientation for the parents of our Pre-K students as well as the newly enrolled Kindergarten students. During this time, the children have the opportunity to experience the “new” Kindergarten classroom environment. The children play in centers, sift through books, sing songs, draw and socialize with other children. The parents meet the Kindergarten teachers and have the opportunity to take a tour of the classrooms. The parents are also provided with a summary of the curriculum, websites to access resources and a book to read aloud with their children at home.

Our school will also provide workshops for parents on topics relevant to transitioning from Pre-K to Kindergarten including strategies for parents to use and continue at home.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers participate in the decision making process regarding the use and selection of appropriate assessment measures as well as professional development regarding the use of assessment results to improve instruction. Teachers meet in teams during common prep periods and weekly collaboration periods to select and review various performance tasks as well as content area tests for implementation. Teachers also meet during these allotted times to review student work samples and use the data to guide instruction. Teachers are also represented on the MOSL committee and participate in decisions regarding school-wide assessments.

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, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	373,011.00	X	9, 10, 11, 12, 13, 20, 21, 22, 23
Title II, Part A	Federal	72,990.00	X	9, 10, 11, 12, 13, 22, 23
Title III, Part A	Federal	15,492.00	X	9, 10, 11, 12, 13, 20, 21, 22, 23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,355,169.00	X	9, 10, 11, 12, 13, 20, 21, 22, 23

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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. **P.S. 112**, 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. **P.S. 112** 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 by disseminating monthly curriculum letters and student progress reports every other month during the school year 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-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-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 to serve as a liaison between the school and families. The Parent Coordinator 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, School Quality Report, Quality Review Report, NYC School 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-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)

P.S. 112, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's 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.

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: <u>Lefferts Park</u>	DBN: <u>20K112</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input 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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

- Our Title III Supplemental Program for ELLs will have a number of components designed to support language development and academic achievement in literacy for our ELL students in grades 1-5. From November 2014 to January 2015, students in grades 1 and 2 will work in guided reading groups using leveled texts provided by On Our Way to English, an English Language Development Program. These texts are specifically designed for ELLs and allow them to build their fiction and informational reading skills while building content knowledge. Additionally, the students will use Imagine Learning English, a software program featuring interactive activities, videos and games to develop literacy skills through individualized instruction. Groups will rotate within these two models of instruction. Beginning February 2015, students in grades 1 and 2 will participate in literacy instruction designed to support academic gains on the New York State English as a Second Language Achievement Test (NYSESLAT). Students in grades 3-5 will participate in literacy instruction, with an emphasis on reading comprehension and writing strategies, to support academic gains on the NYSESLAT as well as the New York State English Language Arts (NYSELA) assessment.

The rationale for our Title III Supplemental Program is based on careful analysis of the data provided by the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language Arts (NYSELA) assessments. The results of the 2014 NYSESLAT show that only 29% of ELLs in grades 1 to 5 scored Proficiency. The data obtained from the results of the NYSELA assessment show that 93.4%, 85.7% and 86.9% of the 3rd, 4th and 5th grade ELL students respectively, scored at levels 1 and 2. Additionally, we have determined that our Title III Supplemental Program will take place after-school as research shows after school instruction has a positive effect on students' development. After-school programs can have an impact on academic achievement, improve social and personal skills and maintain positive behaviors.

- Beginner, Intermediate and Advanced ELL students in grades 1 to 5 will be serviced through our Title III Supplemental Program.
- Our Title III Program will take place from November 2014 through June 2015. The students will be grouped considering factors such as ability and NYSESLAT score. Each group will meet once a week from 2:45pm to 3:45pm.
- Instruction will be provided in English.
- The Title III Program will be taught by two certified ESL teachers.
- The teachers will use leveled guided reading books provided by On Our Way to English. Students will have access to the software program, Imagine Learning English. Additionally, teachers will use NYSESLAT and NYSELA test preparation materials such as Getting Reading for the NYSESLAT and various fiction and nonfiction texts to increase achievement on the state assessments as well as reach grade level standards.

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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: _

• Our school's professional development program will consist of workshops and training sessions for teachers. Ongoing professional development ensures that educators continue to grow and strengthen their instructional practices as well as ensure effective delivery of newly implemented programs.

-

• Professional development workshops will be provided for Title III Program teachers as well as other teachers responsible for delivery of instruction and services to ELLs.

-

• During the 2014-2015 school year, professional development workshops designed to support the Title III Supplemental program will be provided twice a month for 45 minutes.

• From November 2014 to January 2015, the teachers of ELLs in grades 1 and 2 will receive professional development in guided reading with an emphasis on ESL strategies to increase vocabulary, language acquisition and reading comprehension skills. The ESL teacher will also receive professional development and training in the use of the software program, Imagine Learning English. Beginning February 2015, the teachers of ELLs in grades 1 and 2 will receive professional development to incorporate ESL strategies in literacy and test readiness instruction to prepare students for the NYSESLAT. From November 2014 to June 2015, the teachers of ELLs in grades 3-5 will receive professional development to incorporate ESL strategies in literacy and test readiness instruction to prepare students for the NYSESLAT as well as the NYSELA. All teachers will participate in workshops to analyze data obtained from past assessments to drive instruction and refine teaching practices.

• The professional development workshops will cover the following topics: guided reading, Imagine Learning English, NYSESLAT and NYSELA test readiness, and using ESL strategies to meet the Common Core Learning Standards in reading and writing.

-

• The assistant principal will provide professional development to the teachers of ELLs in guided reading. An expert teacher will turnkey training to the teachers of ELLs in the software program, Imagine Learning English. The reading teacher of grades 4-5 will collaborate with the teachers of ELLs to incorporate ESL strategies in literacy instruction to meet grade level standards and increase performance on the state assessments.

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: _

• Our school will provide workshops and family field trips for parents of ELLs, increasing parent engagement in an effort to impact higher achievement for ELLs. Research shows that when schools and

Part D: Parental Engagement Activities

families work together to support learning, children tend to do better in school, stay in school longer and like school more.

- Our school will provide ongoing workshops for parents throughout the 2014-2015 school year. The workshops will be held 2 days a week for 2 hours each session. Additionally, our school will organize 3 Saturday field trips for the entire family.
- The workshops will be provided to support ELL parents with their own literacy and language acquisition. They will provide parents with strategies to support their children in reading, writing, listening and speaking and encourage English speaking at home. Parents will also receive a tutorial in the software program, Imagine Learning English so they can support this work at home. Additionally, information regarding the state assessments will be provided to ELL parents such as student expectations and skills and strategies for increased performance. On the family field trips, parents and children will spend time learning together as they visit various New York museums and landmarks. The family field trips will provide the opportunity for parents and children to practice English language communication skills that they are learning in school.
- The parent workshops to support ELL parents will be provided by our Parent Coordinator at no cost to Title III.
- Our Parent Coordinator will send letters home, translated in all languages so all parents are made aware of the activities available to them.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 112
School Name Lefferts Park		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Louise Alfano	Assistant Principal Margaret Marascia
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Danielle Deneen/ENL	School Counselor Anthony Scodes
Teacher/Subject Area Donna Matarese/ENL	Parent Bob Lee
Teacher/Subject Area Mary Kayser/Reading Teacher	Parent Coordinator Maria Gaita
Related-Service Provider John Kaye	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Alaina Colella/Social Worker

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	597	Total number of ELLs	153	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	142	ELL Students with Disabilities	16
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	142	0	14	11	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	20	17	4	1	3	1								0
Chinese	17	13	9	5	12	14								0
Russian	0	0	2	0	0	1								0
Bengali	0	0	0	0	0	0								0
Urdu	2	4	1	1	1	1								0
Arabic	4	3	1	0	0	2								0
Haitian	0	0	0	0	0	0								0
French	1	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	1	0								0
Albanian	0	0	0	0	0	0								0
Other	3	3	1	3	2	0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	2	0	3	2	1								0
Emerging (Low Intermediate)	3	2	0	6	3	2								0
Transitioning (High Intermediate)	5	0	0	2	4	1								0
Expanding (Advanced)	26	11	8	5	9	5								0
Commanding (Proficient)	13	7	8	0	0	0	0							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				1	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	18	17	18	1	0	0	0							0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	5	0		0
4	9	6	1		0
5	5	6	0		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3	0	7	3	0	1	1	0	0
4	6	2	4	1	2	2	0	0	0
5	2	1	2	5	1	1	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	4	0	8	2	2	1	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses the Fountas and Pinnell Benchmark Assessment System to assess early literacy skills for our ELLs. The Fountas and Pinnell reading assessments indicate the comprehension, decoding, and reading fluency levels of our students. Additionally, grades K-1 assess students' phonics and word analysis skills. With this information, strategy lessons are developed to address the needs of the students to move them to higher reading levels. The results of these assessments indicate that our ELL student population lack skills in spelling and decoding as well as vocabulary usage and their knowledge of sight words. With this information available to us, we are able to determine the areas of need for our students and address those needs with instructional programs that will build their skill knowledge. Grades K-2 integrate Foundations into their daily instruction to teach phonological/phonemic awareness, phonics and spelling. Grade 3-5 implement the Words Their Way program into the curriculum in order to provide a scaffolded approach to learning new words and spelling patterns. There is an initial pretest used to group students according to level as well as periodic assessments to monitor progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns across performance levels on the NYSITELL and NYSESLAT show that 26%, 32% and 50% of grades K, 1 and 2 students respectively tested out of ENL services. However, in grades 3, 4 and 5, no students reached the Commanding proficiency level to test out of ENL services. Data patterns also revealed that 62% of our ELL population, not counting the students at the Commanding level, have scored at the Expanding level. Additionally, it was noted that no students in grade 2 scored at the Beginning, Low Intermediate or High Intermediate levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the information gathered from the AMAO tool to track ELL students who are identified as at risk based on early warning indicators. An analysis of data shows that our school has identified at risk students however, the highest level is a 3. In looking at our at risk level 3 students, it was noted that 59% of them were 2-3 questions away from scoring at the next proficiency level. It was also noted that 35% of our at risk level 2 students were 1-3 questions away from scoring at the next proficiency level. Additionally, it was noted that a majority of our ELL students have been identified as at risk due to receiving a level 1 or 2 on

the NYS ELA assessment. As such, we referred to the ELA item analysis document provided by the New York State Education Department to further analyze this data. The data revealed that our ELL students' performance on the writing tasks is below grade level. AMAO 1 provides data that reflects student progress on the NYSESLAT however, the data is not available. AMAO 2 identifies whether or not students attain proficiency on the NYSESLAT and the findings were documented under question number 2 above.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

An analysis of the results of the 2015 NYS ELA show that only 2.7% (1 out of 37 ELL students) scored at grade level proficiency. Additionally, data shows that 60% (15 out of 25 ELL students) made progress on this year's assessment as compared 2014. An analysis of the Math Assessment results show that only 18% (8 out of 44 ELL students) scored levels 3 or 4. However, data shows that 59% (17 out of 29 ELL students) made progress on this year's assessment as compared to 2014. An analysis of the results of the NYS Science assessment show that 76% of ELL students (13 out of 17) scored at levels 3 or 4. It was also noted that ELLs who took the Math or Science assessment in their native language did not have a significant impact on test scores. However, if needed in the classroom, teachers will provide translated versions when applicable. Our school does not participate in the Periodic Assessments for ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school uses data to guide instruction for ELLs within the RTI framework. Teachers regularly collect and analyze data through one on one conferences, running records, math assessments, teacher observations and state assessments. Through the RTI model, we use this data to determine whether students are benefiting from an instructional program within a reasonable time, build more effective instructional programs for students who are not benefiting and design more effective, individualized instructional programs. These actions provide prevention and intervention efforts to support academically at-risk ELLs.

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

A child's second language development is considered in all instructional decisions as we provide support to ELL students in their native language. For example, we continue to increase our resources in various languages such as dictionaries, glossaries and books in the classrooms. Additionally, ELL students receive native language support through paraprofessionals and an assigned "Buddy" in their class. Targets of measurement are used in planning for new language instruction. Assessments within the Foundations program and Words Their Way as well as running records are analyzed to target instruction for ELLs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Our school does not have a dual language program.

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

Our school uses various data to evaluate the success of our ENL program. We review the data collected from the NYSITELL and NYSESLAT to determine trends over the past few years as well as across the two exams. Additionally, we review the data collected from the NYS ELA, Math and Science Assessments, evaluating student progress to help determine the success of our program. Additionally, we review the data our school receives from the NYS Education Department regardig our AYP status for ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When a parent registers their child, a fully certified ENL teacher and a translator conduct the initial screening, administer the Home Language Identification Survey (HLIS) to the parent in their native language and if necessary, the NYSITELL within 10 days of admission into the school. An ENL Teacher along with a translator, hold the informal oral interviews in English and in their native language. In the absence of an ENL teacher, the Assistant Principal is responsible for administering the survey and conducting the

interviews.

Within the ten days of admission, the students identified as non-English speakers are administered the NYSITELL by an ENL teacher to determine eligibility. Students scoring at the Entering, Emerging, Transitioning and Expanding levels are classified as ELL. The Spanish LAB is administered to Spanish speaking ELLs. The parents of eligible ELL students are notified with entitlement letters. Non-entitlement letters are sent home to parents if their child does not qualify for the program.

The NYSESLAT is administered annually to evaluate the progress of the ELLs. Using ATS, the Revised LAB/NYSESLAT Eligibility Roster (RLER) report and the ELL roster are used to ensure that all ELL students are being tested. An ENL teacher uses the NYSITELL, NYSESLAT Exam History Report and roster to set up groups by grade for testing. ELLs with IEPs are provided with testing modifications and are set up in groups accordingly. An ENL teacher and other out-of-classroom teachers administer the NYSESLAT. Only ENL teachers administer the Speaking portion of the NYSESLAT. The NYSESLAT is scored and based on the results, the students will continue ENL services according to the mandates determined by their proficiency level. Students who score at the Entering or Emerging levels will receive services for 360 minutes per week. Students who score at the Transitioning or Expanding levels will continue ENL services for 180 minutes per week and students scoring at the Commanding level will continue to receive services for an additional 2 years for 90 minutes per week.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Assessments are used to identify SIFE within 30 days of enrollment. First, the student is administered the oral interview questionnaire. Based on the data collected from the interview, students will be administered the LENS to assess and evaluate the home language literacy skills of the student in order to make a SIFE determination.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student is identified as having a home language other than English and has an IEP, the Language Proficiency Team (LPT) reviews evidence of the student's English language development. The LPT, comprised of the School Psychologist, Social Worker, ENL teachers, administration, the director of special education and the student's parent or guardian determines if the student should take the NYSITELL to determine ELL status. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL and be placed into an ELL program within the 10 days after initial enrollment. If the LPT determines that the student does not have language acquisition needs and should not take the NYSITELL, the principal must accept or reject this recommendation. If the principal rejects the recommendation, the student must take the NYSITELL immediately. If the principal accepts the recommendation, the superintendent must make the final decision within 10 days. Students entering with IEPs, must be placed into an ELL program within 20 school days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After administration, ENL teachers are provided with an appropriate amount of time to prepare the NYSITELL documents for scanning. As soon as the results are reported back to our school, the ENL teachers address and complete entitlement and non-entitlement letters to be sent home to families within five school days. The letters are prepared in advance in all languages to ensure delivery in a timely manner.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Our parents will be informed of their right to appeal ELL status within 45 days of enrollment during parent orientation. ENL teachers will explain the new process and inform parents of their right to appeal the decision if they do not agree with the results. Parents, guardians or students 18 or older may put in a written request to review a student's ELL status. Schools will review all documents related to the student's identification process, school work and assessment results. The principal determines whether to change the ELL status or not based on the recommendations of qualified personnel. The superintendent will make the final decision if the principal determines to change the ELL status. Written notification of the decision, in the parent's preferred language, is sent to all parties and all documents are kept on file in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

P.S. 112 has an orientation meeting for the parents of our potentially new ELLs where parents choose to have their child placed in one of the three educational program options, Transitional Bilingual Program, Dual Language Program or Free Standing ENL Program. This orientation takes place with 10 days of registering at our school. The invitations are sent home in various languages. During the orientation, the programs' overviews are presented in the parents' native languages by a translator. Parents also receive a list of the program overviews in their native language. All the parents view the video in their native language and are given the opportunity to ask questions about the different programs available for their children. The parents then chose the program they would prefer for their child and complete the form in their native language. When a parent survey is not returned, the bilingual

program is the default placement.

Those parents that could not come for the orientation are given phone calls to schedule meetings with an ENL teacher and a translator, also within 10 days of registration. All three programs are presented and explained by an ENL teacher and translator. The parents watch the video in their native language and they fill out the program selection form. Parent interviews and orientation for those who enroll their students throughout the school year will follow the same procedure.

If a parent has chosen a TBE or DL program and it could not be formed at our school, we would provide the following two options. One, we can keep the student enrolled at our school in the available program or two, we can transfer the student to a different school where the parent's selection is available. While the school awaits the transfer, the child will receive services in the ENL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The Parent Survey and Program Selection forms are returned at the end of each orientation after the three programs are explained and the video is shown in their native language. Two copies of the forms are made. One copy will be kept on file in the main office and the 2nd copy will be kept on file in the ENL classroom. The original is placed in the child's cumulative folder. Our school enters parent program choices as indicated on their form in ATS. Additionally, the ENL teachers compile the data from all the parent selection forms and keep the results on file in the ENL classrooms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We collect the Parent Survey and Program Selection forms after the parent orientation and presentation of the three programs. However, every effort is made to ensure that parents complete and return the forms if parents need more time to make their selection. Outreach attempts are tracked and maintained by the ENL teachers.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined, the ENL teachers immediately send parents a placement letter in their preferred language. The ENL teachers work together to make sure these letters are sent home in a timely manner as well as make sure they are signed and returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents are kept on file in the student's cumulative record. Two copies of the forms are made. One copy stays in the main office and the second copy stays on file in the ENL classroom. Our ENL teacher is responsible for the maintenance of these records.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL teachers and the Testing Coordinator work collaboratively maintaining records and keeping track of new admits. Additionally, they use ATS reports such as RLER to assure all eligible students take the NYSITELL or NYSESLAT. The testing coordinator organizes the administration of all NYSESLAT subtests and keeps track of student completion.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once our school receives the NYSESLAT scores, it is determined what type of service ELL students will be provided in the upcoming school year. The ENL teachers immediately distribute the continued entitlement and transitional support letters to parents and they keep track of their return.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
A review of the Parent Selection Surveys over the past three years indicate that parents prefer the ENL Program over the other programs offered to ELLs and the model at our school is aligned with parent requests. The data shows that in 2014-2015 school year, 67 parents selected the ENL Program for their children, 1 parent selected Transitional Bilingual and no parents selected Dual Language. During the 2013-2014 school year, 22 parents selected the ENL Program for their children and no parents selected Transitional Bilingual or Dual Language Program. During the 2012-2013, 34 parents selected ENL and again no parents selected Transitional Bilingual or the Dual Language Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
As per CR Part 154.2, stand-alone and integrated models of instruction are implemented within the Freestanding ENL program to provide ELLs with the mandated number of minutes and units of study per week of ENL services. All students in grades K-5 are grouped by grade and proficiency levels.
 - b. TBE program. *If applicable.*
N/A: Our school does not have a TBE program.
 - c. DL program. *If applicable.*
N/A: Our school does not have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As per NYS CR Part 154.2, Entering and Emerging students receive 360 minutes of ENL instruction per week and Transitioning and Expanding students receive 180 minutes of ENL instruction per week. Commanding students will receive 90 minutes of ENL instruction per week for an additional 2 years after passing the NYSESLAT. Our school administration works very closely with the ENL teachers to create schedules for students to ensure that these mandates are met. ELA and ENL instruction is delivered through each program model. Our ELA curriculum aligns with the ELA instruction within the ENL classroom and through the use of Integrated ENL, our ENL teachers will push into the classroom providing ELA instruction using ENL strategies in small groups.
3. Describe how core content is delivered in each program model. 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.
Our highly qualified ENL teachers use a scaffolded instructional approach which is aligned with the classroom reading, writing, social studies and science curriculum. Ongoing articulation and planning with the classroom teachers ensures an individual approach is taken with all students. Our ELL students have a wealth of library books and instructional materials in their ENL classrooms in all content areas which supports them in meeting standards in reading and writing. ENL strategies such as the use of visuals, hands-on manipulatives, Total Physical Response (TPR), repetition, graphic organizers, pictures, videos and computer programs are used to promote oral language development and to facilitate content area ENL instruction related to reading, writing, science, social studies and mathematics.
Within our current instructional program, we are implementing a Balanced Literacy approach to the teaching of reading and writing, which includes a word study component. The skills of listening, speaking, reading and writing are included in our daily instruction. This approach incorporates large group, small group and individualized instruction in reading and writing within the
the
workshop model. In the teaching of reading, we use close reading, shared reading, independent reading and read-aloud to teach reading strategies and comprehension. We also use poetry to improve the listening, speaking and phonemic awareness skills of our
students.
Native language support for the content area within the ENL program is provided by the use of books in other languages, glossaries and dictionaries. ELL students receive native language support from peers or teachers who speak the same language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
N/A: Our ELL students do not take the Home Language Assessments for reading in Chinese or Spanish. However, we support our ELLs in their native language throughout the school year. Resources are provided in students' native languages such as dictionaries, glossaries and books. Paraprofessionals are available to translate and provide native language support to ELLs. Additionally, practice Math assessments are translated for ELLs to mirror their accommodations on the state assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We make sure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Our curriculum and instruction are aligned to the CCLS which addresses all four modalities. Teachers regularly assess students through conferences, running records and the use of writing rubrics. Additionally, students participate daily in accountable talk

across subject areas providing opportunity for listening and speaking evaluations. The data collected through these activities inform and guide our instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

The level of English proficiency varies among the ELLs at our school therefore, the need to differentiate instruction is prevalent. Students' level of English proficiency determines what type of instruction or additional support they will receive. a and d) At this time our school does not have SIFE or Long-Term ELL students however, if we did, these students would be eligible for Academic Intervention Services (AIS) support.

b) Newcomers are grouped homogeneously for daily Close Reading Sessions. These sessions are specifically designed for ELLs and are provided by the ENL teachers. Teachers use Foundations and Words Their Way to support vocabulary and language growth. Students are provided additional support if the assessments reveal they have not meet criteria to progress to the next level. The teachers use interactive read alouds, fiction as well as nonfiction, to foster listening and speaking skills and practice reading strategies such as retelling. Computer programs are also used such as Spelling City, Raz Kids, Imagine Learning and Discovery Education.

c and e) Developing ELL students who receive service 4 to 6 years and those who reach proficiency on the NYSESLAT participate in daily Close Reading sessions. These sessions meet the number of minutes required for Former ELLs up to 2 years after exiting ELL status. Teachers use ongoing classroom assessment to identify students' needs which drives instruction. These needs are addressed and supported in reading, writing and mathematics during small group instruction. These students also receive AIS support during the school day. Instruction for ELLs who are identified as students with disabilities is also differentiated. Students may receive additional support through Resource Room and AIS. Additionally, they are pulled for small group instruction and offered one on one support through conferences. AIS support is offered to students during the regular school day through small group instruction. Our school offers targeted interventions for ELA and Math as well as other content areas.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

After students have been re-identified as ELL or non-ELL, our school will ensure that his/her academic progress is not adversely affected by the decision. ENL and classroom teachers work collaboratively monitoring and tracking the student's academic progress. Formative and summative assessments such as conference notes, teacher observations, running records and math tests are reviewed and analyzed to ensure that the student's academic progress is not adversely affected. Between 6-12 months from the date of re-identification, the principal will review the decision. The principal will consult with the ENL teachers, parents and the student. Based on the findings, if the principal determines that the student's academic progress has been adversely affected, the child will receive additional support services and the decision may be reversed within the 6-12 month time frame. If the principal's decision is to reverse the ELL status, he/she will need to consult with the superintendent. Final decision notification must be in writing to the parent, guardian and/or student in the preferred language.

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

Our school ensures ELL-SWDs receive all services mandated on their IEPs. All teachers of ELL-SWDs are notified of their students with IEP mandates and have access to SESIS whereby they can use the IEP to set goals and target instruction. If an ELL-SWD requires bilingual instruction and our school does not offer a TBE program, we provide the student with an alternate placement paraprofessional as well as ENL instruction with a certified ENL teacher. Teachers of ELL-SWD use strategies and grade-level materials that provide access to academic content areas and accelerate English language development. For example, teachers differentiate instruction by forming small groups based on need and conduct one to one conferences to informally assess students' strengths and weaknesses. Teachers provide picture support, graphic organizers and texts on students' independent reading levels to support their learning. Manipulatives are used in math to help students understand concepts and computers and Smartboards are also used in various subject areas to assist in student learning.

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

P.S. 112 uses curricula, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELL-SWDs receive their mandated number of minutes of ENL services through an integrated or stand alone

Chart

model of instruction. Additionally, there is an Integrated Co-Teaching class on grades K-5 providing a lower teacher to student ratio for small group instruction in all subject areas. AIS providers push into the K-5 classrooms during Reading workshop to work with small groups of students in an effort to maximize the time spent with non-disabled peers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

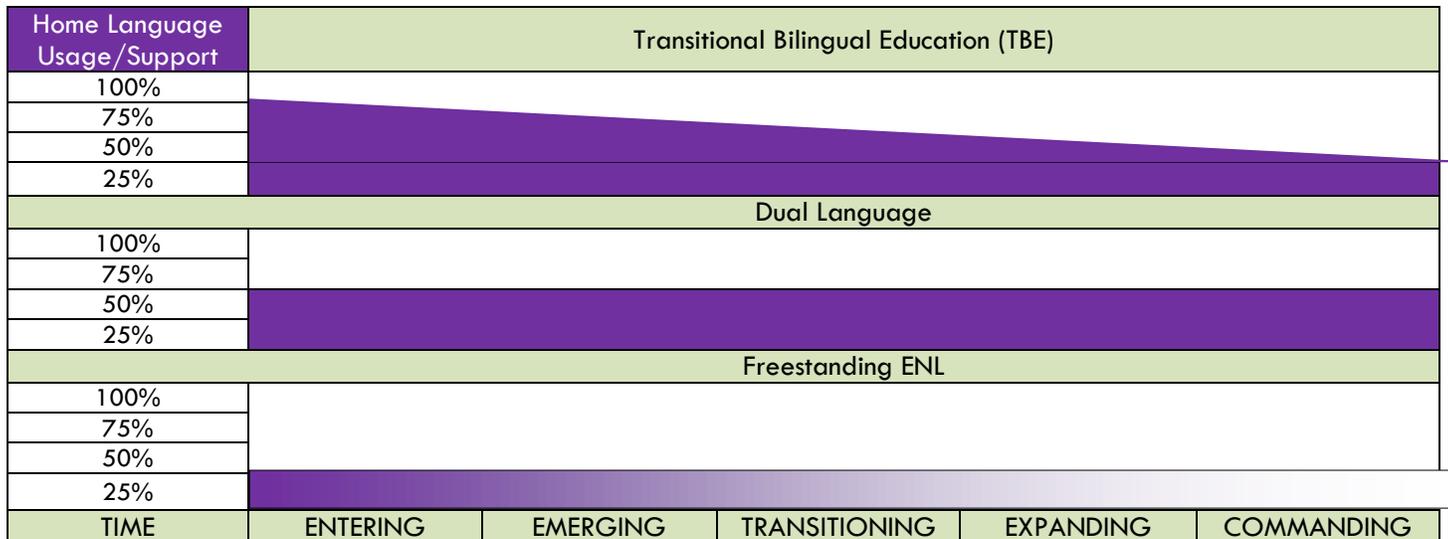


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. As a result of data analysis of the NYS ELA and Math assessments as well as NYSESLAT, intervention programs are designed to support ELLs in targeted areas. In the AIS Reading and Writing program students, including those with special needs, are serviced with an additional teacher who pushes in during their regular reading period. This reduces the teacher to student ratio and allows for individual and small group support based on the goals recommended on their IEPs. Small group lessons are planned to include all aspects of the ELA standards which include reading, writing, listening and speaking. Student services include Reading Recovery, Resource Room, AIS Reading, Speech, Great Leaps, Foundations, the Wilson Reading program and Words Their Way. Intervention programs are provided in English however, materials such as books, glossaries and dictionaries are provided in students' native language to support academic achievement.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL program is designed to meet the needs of our ELLs in both content and language development. Using the push-in model of instruction through Integrated ENL, our ELL students are receiving scaffolded, grade appropriate content by ENL teachers, using ENL strategies with little to no loss of classroom instruction. ENL teachers work collaboratively with classroom teachers to identify and and service all ELL students. Teachers gather data from running records, Foundations and Words their Way assessments as well as Math tests and content area tasks to evaluate the effectiveness of our program.
12. What new programs or improvements will be considered for the upcoming school year?
This year, our school will continue to incorporate a 30 minute block of time for Close Reading using the Socratic Seminar approach. During this time, instruction is differentiated for ELL students. ENL teachers are using ENL strategies to scaffold reading strategies and discussion techniques to analyze text. Additionally, our school will continue to use Go Math which differentiates instruction as it provides scaffolded strategies for ELL students.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs or services for ELLs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of our ELL students have the opportunity to participate in a variety of extra-curricula activities and clubs that take place during and after school. The students can choose from the following options: Band, Chorus, Color Guard, Tennis and Violin. If a student is interested in a particular club, a letter is sent home, translated in his/her native language, along with an application to be completed by the student. ELL students are represented in all clubs. They fully participate in all activities and their peers offer translation and support when needed. On Saturdays during the spring, our school provides the opportunity for ELL students and their families to take day-long excursions visiting various NYC landmarks. Additionally, they are invited to come to Literacy Saturdays where they are exposed to stories and art activities to promote language development. ELL students are also provided with test preparation sessions, once a week for 8 weeks prior to the state assessments.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We are in the process of building our classroom libraries with native language books in different genres, dictionaries, glossaries, and software to help support our ELL population. Some of the computer programs we use are Spelling City, Raz Kids, Imagine Learning, Mathletics and Discovery Education. These programs are used to support word study, reading, math, social studies, and science research. The students will be able to use these materials to help them learn within their grade levels in all the content areas. The resources are of various levels appropriate for their grade level and age. The computer programs that are used for academic intervention are personalized to students' needs based on initial pretests.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The ENL teachers and paraprofessionals are fluent in other languages such as Italian, Spanish and Chinese which enable them to offer native language support to those who share the same language. ELL students are also paired up with a buddy who speaks the same language in an effort to provide one on one assistance with tasks and instructions. Native language support is also provided through the use of dictionaries, glossaries and word list books in both English and their native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services and resources support and correspond to ELLs ages and grade levels. Required services are provided to students in groups according to their age and grade level and age and grade appropriate resources are available to ELL students in their classroom as well as the ENL classroom and Resource Room.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly arrived ELL students face unique challenges. As students join our school community as newcomers, ENL and classroom teachers seek to provide them with immediate support. Newly arrived ELLs are assigned “a buddy” who speaks the same native language and can help them get acquainted with our school community. Within the first week of school “buddies” will give newcomers a tour of the school, building confidence in their new environment. Our international bulletin board also provides a list of students who can translate for the newcomers and their parents. Individualized and small group instruction is provided to newcomers using many visuals, TPR and hands-on activities. These individualized supports facilitate language acquisition for our newcomers.

19. What language electives are offered to ELLs?

Language electives are not offered at our school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A: Our school does not have a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All teachers of ENL students and administrators are provided with professional development opportunities throughout the school year. Secretaries will keep the attendance records on file and teachers will maintain the agendas to keep track of their mandated ENL professional development hours. ENL training is also differentiated for new ENL teachers. Teachers attend outside workshops as well as receive ENL training provided by our ENL teachers. The ENL teachers will receive training in November on enhancing instructional supports in ENL and the integrated ENL classroom. Our ENL teachers will provide professional development sessions on Mondays to turnkey to the entire staff. Additionally, within their workshops, they will focus on language acquisition and integrating language and content instruction for ELLs. Our school will also attend writing workshops throughout the school year provided by Teachers College. Each grade will attend 4 workshops covering topics such as Observing, Labeling and Listing Like Scientists, How-To Books, and Writing Non-Fiction Chapter Books. These workshops will incorporate strategies to support ELLs and ELL-SWDs in writing and help teachers to conduct more conferences and small groups to address individual student needs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is offered to teachers of ELLs in supporting their students as they engage in the Common Core Learning Standards. Teachers attend regular training sessions on our Go Math program which is aligned to the CCLS and incorporates strategies for ELLs. Additionally, teachers attend Reading and Writing workshops with an emphasis on the CCLS and differentiating instruction for all learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our staff provides support to ELLs as they transition from elementary to middle school. We explain the process of applying to various schools. We supply them with information in both English and their native language regarding entrance exams. Our school provides a workshop, Transitioning to Middle School, for parents and their children to give them some support as they prepare for graduation. Notices of middle school open houses are sent home to parents in all languages and our Parent Coordinator offers on-site support addressing parent questions or concerns regarding the transition to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As per CR Part 154.2, 15% of total hours for all teachers and 50% of total hours for ENL teachers will be devoted to ELL-specific professional development. Teachers will meet these requirements through various ENL workshops provided during the time allotted for professional development on Mondays as well as through additional full and half day professional development opportunities offered throughout the school year. Attendance records will be kept on file and teachers will maintain the agendas to keep track of their mandated ENL professional development hours.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school will provide annual individual meetings with parents of ELLs to discuss goals, language development progress, assessment results and language development needs in all content areas during the time designated on Tuesdays for parent engagement. Letters will be sent home in the parent's preferred language notifying them of the meeting and interpreters are available for the meeting as needed.

Response to Question #2: In order to make sure parents needs are accomodated, records of the annual individual meetings will be kept on file as well as attendance sheets and logs of parent outreach.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. P.S. 112 strives to develop a close partnership with parents. We have an active Parent Teacher Association with ELL parents represented as board members. Through PTA meetings held both in the mornings and in the evenings, we provide workshops and orientations. Bilingual translators are available for ELL parents at all workshops and meetings. Letters and notices are translated in their native languages. Our ELL parents are involved on the School Leadership Team and become part of the decision making process of the school. Our Parent Coordinator helps facilitate communication and involvement with parents. P.S. 112 provides opportunities for parents to participate in school-wide family events such as Someone Special Dances, Family Fun Night and Movie Nights.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Because ELL parents speak languages other than English, P.S.112 uses translated materials provided by the Office of English Language Learners and services offered by the Translation and Interpretation Unit including document translation and in-school translation. We inform parents throughout the year in a number of ways including individual meetings, phone conversations, and informational packets. Our Parent Coordinator works closely with ENL teachers to coordinate school events for ELL parents and to deliver information in native languages in a timely manner. Parental involvement classes, ENL classes and citizenship classes for parents of ELL children are provided 3 mornings a week at our school. Additionally, Cookshop For Families, a grant provided from the Food Bank of NYC allows the opportunity for families to particpate in learning about nutritional foods and healthy choices.
5. How do you evaluate the needs of the parents?
We evaluate the needs of the parents by using at the HLIS, interviews, and parent surveys to determine workshop interest. Additionally, we have informal conversations with ELL parents, with the assistance of a translator. Translators are available at all workshops and PTA meetings so that we can assess additional supports our ELL parents may need. Our Parent Coordinator, offers beginner, intermediate and advanced ENL classes as well as citizenship classes to ELL parents at their request.
6. How do your parental involvement activities address the needs of the parents?
Surveys are provided to families to select workshop topics they are interested in. Assessment of the data obtained from the surveys and interviews helps us plan for ELL parental involvement activities that will support their needs. The Parent Coordinator facilitates the use of translators for all activities, workshops and meetings planned for parents as well as ensures that letters and notices are translated in parents' native languages.

D. Additional Information

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

Paste response here:

School Name: <u>Lefferts Park</u>		School DBN: <u>20K112</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louise Alfano	Principal		10/19/15
Margaret Marascia	Assistant Principal		10/19/15
Maria Gaita	Parent Coordinator		10/19/15
Danielle Deneen	ENL/Bilingual Teacher		10/19/15
Bob Lee	Parent		10/19/15
Donna Matarese	Teacher/Subject Area		10/19/15
Mary Kayser	Teacher/Subject Area		10/19/15
	Coach		1/1/01
	Coach		1/1/01
Anthony Scodes	School Counselor		10/19/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
John Kaye	Other <u>Psychologist</u>		10/19/15
Alaina Collela	Other <u>Social Worker</u>		10/19/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K112** School Name: **Lefferts Park**
Superintendent: **K.Costantino**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The school annually runs the Report of Student Ethnic Census (RSEC) which reflects the percent of each language spoken within all of our classrooms. Home Language Identification Surveys (HLIS) are also reviewed. Teachers are given classroom surveys annually to assess the language needs of the parents of their students. Based on this information we create language charts that reflect the translation needs for each of our classrooms.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our parents' preferred languages for both written and oral communication are as follows: Chinese, Spanish, English, Arabic and Russian. The findings are reported to the school community through our translation needs chart.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates notices for families on a regular basis throughout the school year. The notices are translated into all major languages spoken in our school to ensure that all parents are made part of our home-school communications. Translations are sent home at the same time (often on the back) as English notifications. The school calendar, curriculum letters and notices of PTA meetings are sent home to families every month. Letters to advise families of parent-teacher conferences and their childrens' academic progress in reading and writing are sent home 4 times a year. Notices of Latchkey services, AIS programs, extra-curricula activities, assemblies and family functions are also sent home in all languages. Notices for all NYC and NYS assessments are sent home to advise parents of the type of assessment it is and when it will be administered. Our school handbook is available at the front desk in multiple languages to provide information to all of our families about our school.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school offers formal face-to-face meetings with parents throughout the school year. Curriculum night takes place in September to familiarize families with the work their children will be engaged in throughout the school year. Three parent-teacher conferences (November, March and May) are held every year to update families on their childrens' academic progress and how they can help their children be successful at home. Informal interactions with parents take place on Tuesdays during the time allotted for Parent Engagement. These interactions can take place in person or on the phone or the time can be used to prepare written notifications to be sent home. This time will also be designated for an additional meeting with ENL parents to discuss student language and development.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Staff members and parent volunteers are available to translate school notices, letters and calendars in a timely fashion. Larger communications such as our P.S. 112 Parent Handbook are translated through outside vendors or the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

During Parent-Teacher Conferences, Chinese and Spanish interpreters are on stand-by to assist with oral translation needs. The interpreters are centrally located and teachers can call to request their services within their classroom. These interpreters are provided by outside contractors as well as in-house staff. If needed, we also use the Translation and Interpretation hotline to support our non-English speaking parents with oral translation.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services during a workshop held at the beginning of the year as well as written reminders and memos throughout the school year. Additionally, our Parent Coordinator will provide the staff with information about language access requirements and resources to support these requirements.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In compliance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, parents will be provided with written notification at the beginning of the school year of their rights to receive such services and instructions on how to obtain them. Parents will receive a copy of the Parents' Bill of Rights addressing their rights to translation and interpretation services. In addition, the notice for parents regarding language assistance services will be posted in English as well as each of the covered languages on our Parent Information bulletin board located near the primary entrance of the school. The 2015-2016 School Safety Plan will identify procedures to ensure that language barriers will not interfere with limited and non-English speaking parents contacting the school's administrative office in case of emergency. In the event in which parents of more than 10% of the children speak a primary language nor a covered language, the school will contact the Translation and Interpretation Unit for assistance. Parents will also be informed of the availability of the Department of Education's website for further information.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will gather feedback from parents on the quality and availability of these services through parent surveys, conversations with parents and at PTA meetings. The Title I Parent Sub-Committee and the SLT meet on a monthly basis to gather parent feedback regarding available services.