

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K121

School Name:

P.S. 121 NELSON A. ROCKEFELLER

Principal:

ANTHONY MUNGIOLI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/IS 121 Nelson A. Rockefeller School Number (DBN): 21K121
Grades Served: PK, K, 1, 2, 3, 4, 5, 6, 7, 8
School Address: 5301 20 Avenue, Brooklyn, NY 11215
Phone Number: 718 – 377 - 8845 Fax: 718 – 252 – 4075
School Contact Person: Anthony Mungiola Email Address: amungio@schools.nyc.gov
Principal: Anthony Mungiola
UFT Chapter Leader: Lucille Randazzo
Parents' Association President: Christine Schneider
SLT Chairperson: Inbal Wahaba
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1410 Emmons Avenue, Room 101, Brooklyn, NY 11235
Superintendent's Email Address: idimola@schools.nyc.gov
Phone Number: 718 – 648 – 0209 Fax: 718 – 648 – 2165

Borough Field Support Center (BFSC)

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

Phone Number: 718 – 759 – 4862

Fax: 718 – 759 - 4960

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)
Anthony Mungoli	*Principal or Designee	
Lucille Randazzo	*UFT Chapter Leader or Designee	
Christine Schneider	*PA/PTA President or Designated Co-President	
Maria Lopez	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	
Inbal Wahaba	Member/ Teacher UFT	
Diane SchianodiCola	Member/ Teacher UFT	
Yuchin Liu	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melissa Yudenfreund	Member/ Parent	
Patricia Rubin	Member/Parent	
Josephine Colon	Member/Parent	
	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.

PS/IS 121 Nelson A. Rockefeller is a school that spans 10 grades (PK through Grade 8) with a total enrollment of 378 for the 2014-2015 school year. Enrollment has steadily increased over the past 5 years with total enrollment in 2010-2011 at 238. Student demographics are: Asian 15%; Black 4%; Hispanic 41%; White 40%. Approximately 17% of students are English Language Learners. Approximately 27% of students have IEPs. Selected teachers have specialized training to meet the needs students with autism. This training is turnkeyed to the entire staff to build capacity in meeting the social-emotional needs of all students to ensure access to rigorous learning opportunities. A dedicated collaborative staff has worked diligently over the past five years to sustain high expectations as both the school's population and staff grew, and instructional expectations shifted with the implementation of the CCLS. At the center of this growth and change has been the Lead Instructional Team. This team, along with strategic collaborations with District 21 Superintendent and CFN 409 Instructional Leaders, has developed a yearly comprehensive School-Wide Instructional Focus that incorporates multiple initiatives (i.e. APPR and CCLS Shifts) in order to develop and implement a cohesive plan to that addresses instruction, environment, professional learning, and family engagement. To meet the needs of students to be enriched through the Arts, PS/IS 121 partners with Marquis Studio to provide residencies for students in Grades K through 8. PS/IS 121 is utilizing the New York City Department of Education (NYCDOE) Middle School Arts Matter program to provide additional Visual Arts and Music opportunities for students in Grades 6 – 8. PS/IS 121 has partnered with NIA Community Services Network as a part of the SONYC Initiative to provide 15 hours a week of extended day opportunities for Grades 6 – 8 and is working to expand these extended day opportunities to students in Grade K – 5.

MISSION STATEMENT:

It is our mission that...

Together, as a cohesive school community, we provide our students with the individualized proper tools and materials with which to work and a strong foundation with which to build upon. We strive to achieve high standards of academic excellence for all of our students so that they will become critical thinkers, active problem solvers, inquisitive readers, effective writers, diligent researchers and technologically savvy.

Together, we educate the whole child as we build character, strengthen values, develop self-esteem and internalize a genuine kindness towards fellowman. We are a community of lifelong learners whose students will become productive leaders in society!

Together we DO make the difference!

2. 17% of the student population is comprised of English Language Learners. 25% of the population is comprised of Students with IEPs. 75% of the population is eligible for free lunch. In the 2015 – 2016 there will be 1 ASD Nest Class on each Grade from Grade K through Grade 5. It is with these demographics in mind that the school community seeks to holistically meet the needs of all students address student needs on an individualized basis, and make the classroom a therapeutic environment that supports social-emotional needs so that rigorous academics are not diminished. As a result of this approach, the staff seeks to learn from each other and incorporate strategies that best meet the needs of each individual student, knowing that the classroom is the ideal place for all of a child's need to be met.

3. PS/IS 121 Nelson A. Rockefeller has made progress in all six elements of the Framework for Great Schools. The two elements in which PS/IS 121 Nelson A. Rockefeller made the most progress are Collaborative Teachers and Trust. A structured Professional Learning Community was established during the 2013 – 2014 school year, comprised of

approximately $\frac{1}{4}$ of the pedagogical staff. It has since been expanded to incorporate all pedagogues. In the 2014 – 2015 School Year the Lead Instructional Team facilitated PL through research in three targeted areas, leading to shared knowledge, shared commitment to success, and a collaborative culture of respect and continuous improvement. Teachers also participated in instructional rounds and multiple opportunities for sharing of best practices. Both created a cultural of mutual respect and shared growth. Trust was also an area increased as a result of the development of a School-Wide Instructional Focus and selection of targeted professional learning areas and facilitation of all activities in a collaborative and transparent manner. The two key areas of focus for the 2015 – 2016 school year are Rigorous Instruction and Supportive Environment. By ensuring that students and their needs are known well by multiple adults, and ensuring that they feel supported and challenged, and by better customizing and aligning curriculum to the Common Core, student performance and progress will increase.

21K121 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	380	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	7	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	75.2%	% Attendance Rate		93.3%
% Free Lunch	60.9%	% Reduced Lunch		0.3%
% Limited English Proficient	12.4%	% Students with Disabilities		23.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		3.7%
% Hispanic or Latino	41.3%	% Asian or Native Hawaiian/Pacific Islander		15.1%
% White	39.4%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.83	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	34.4%	Mathematics Performance at levels 3 & 4		46.0%
Science Performance at levels 3 & 4 (4th Grade)	96.6%	Science Performance at levels 3 & 4 (8th Grade)		32.1%
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		Recognition		
In Good Standing	X	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		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
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		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
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		N/A
White	N/A	Multi-Racial		N/A
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.

STRENGTH: Data below correlated with the most recent Quality Review Report are an indication instructional changes over the past three years are resulting in more customized, inclusive, Common Core aligned instruction. Curricula aligning to the Common Core learning standards provide all students with opportunities to engage in rigorous instruction that builds the skills necessary to be college and career ready. These instructional changes need to be continued and built upon to ensure that the overall percentage of students meeting or exceeding grade level standards in ELA continues to increase, and that subgroup growth translates into an increase in performance for all subgroups.

NEEDS: Thus far changes have not translated into adequate performance data for all students, and ELL and SWD subgroups.

The data to support this needs assessment are as follows:

- Feedback from the most recent Quality Review Report states, “Curricula align to the Common Core learning standards provides all students with opportunities to engage in rigorous instruction that builds the skills necessary to be college and career ready,” and that, “Teaching practices demonstrate the school's vision on how students learn best resulting in instructional coherence and opportunities for all students to be cognitively engaged and demonstrate higher order thinking.”
- The percentage of students at Levels 3 or 4 in Grades 3 through 8 as measured by the 2013 the New York State ELA Exam was 26.6%.
- The English Median Adjusted Growth Percentile for students in Grades 3 through 8 as measured by the 2013 New York State ELA was 61.5%.
- The percentage of students at Levels 3 or 4 in Grades 3 through 8 as measured by the 2014 the New York State ELA Exam was 34.4%
- The English Median Adjusted Growth Percentile for students in Grades 3 through 8 as measured by the 2014 New York State ELA was 69.0%.
- The percentage of students at Levels 3 or 4 in Grades 3 through 8 as measured by the 2015 the New York State ELA Exam was 34.3%
- The English Median Adjusted Growth Percentile for students in Grades 3 through 8 as measured by the 2015 New York State ELA was 69.0%.
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2014 New York State ELA Exam was 46.4% (as compared to 27.6% the previous year).
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2015 New York State ELA Exam was 57.1%.
- The percentage of students in the Lowest Third Citywide at 75th Growth Percentile or higher as measured by the 2014 New York State ELA Exam was 59.1% (as compared to 41.9% the previous year)
- The percentage of students in the Lowest Third Citywide at 75th Growth Percentile or higher as measured by the 2015 New York State ELA Exam was 72.2%

- The percentage of Self-Contained/ICT/SETSS students at 75th Growth Percentile or higher as measured by the 2014 New York State ELA Exam was 66.7% (as compared to 24.0% the previous year)
- The percentage of Self-Contained/ICT/SETSS students at 75th Growth Percentile or higher as measured by the 2015 New York State ELA Exam was 60%.
- The percentage of Black and Hispanic Students at 75th Growth Percentile or higher as measured by the 2014 New York State ELA Exam was 75.0% (as compared to 22.2% the previous year).
- The percentage of Black and Hispanic Students at 75th Growth Percentile or higher as measured by the 2015 New York State ELA Exam was 72.2%.
- The percentage of Self-Contained students at Level 3 or 4 for the years 2012, 2013, 2014 respectively were 25, 0 and 0. The percentage of Self-Contained students at Level 3 or 4 for the year 2015 was 9.1%.
- The percentage of SETSS students at Level 3 or 4 for the years 2012, 2013, 2014 respectively were 18.8, 5.0, and 5.3
- The percentage of SETSS students at Level 3 or 4 for the years 2015 15.4%.
- The percentage ICT students at Level 3 or 4 for the years 2014 was 5.3. Data is not available for ICT students prior to 2014.

The percentage ICT students at Level 3 or 4 for the years 2015 was 13.0%

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 50% of all students will meet school designated ‘accelerated growth targets’ scores as measured by ELA Performance Based Assessments for Grades K – 8.

Accelerated growth target formula: PROFICIENCY RATING + ((4.5 – PPROFIENCY RATING) x .33)

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>Professional Learning Study: Professional Learning Study: The Lead Instructional Team will select areas of learning/instructional focus and develop learning modules around research based literature/strategies, District, Borough Field Support Center, and New York City Department of Education professional learning opportunities that can be turnkeyed, in order to build knowledge in the selected area of learning. The Lead Instructional Team will support pedagogues in implementing what is learned through mentoring and co-planning. As knowledge is put into action, the Lead Instructional Team will facilitate the proliferation of best practices using two methods: 1) Conducting regular Instructional Rounds where pedagogues can view knowledge being put into action and 2) Conducting Best Practices Workshops where teachers can share and develop their practices.</p>	<p>Administration, Teachers, and Paraprofessionals</p>	<p>July 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school.</p>
<p>Professional Learning Inquiry and Product Analysis: The Lead Instructional Team will use an apprenticeship model to build capacity that will allow teachers teams to meaningfully and productively conduct inquiry and analyze curriculum and student work products.</p> <p>The Lead Instructional Team will facilitate and develop independent abilities of teacher teams through 2 connected activities: 1) Analyzing CCLS Reading and Writing Standards, and the Standards of Mathematical Practice in order to</p>	<p>Administration, Teachers, and Paraprofessionals</p>	<p>July 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school.</p>

<p>further develop student accessible/friendly “success criteria” resulting a better vertical understanding of grade specific standards/expectations by teachers and in clearer setting of expectations for students in connection to CCLS aligned curriculum. 2) Using the analysis of standards to more effectively use curriculum to set, teach, and assess outcomes, and better norm Performance Based Assessment Rubrics (connected more purposefully and meaningfully to “success criteria”). The Lead Instructional Team will facilitate and develop the independent abilities of teacher teams to use a analyze and modify curriculum and use a “Looking At Student Work” (LASW) Protocol to regularly analyze student Performance Based Assessments using common CCLS based rubric.</p>			
<p>Student Led Conferences: Pedagogues will develop students’ abilities to analyze their own work based on co-developed criteria so that students can identify strengths and next-steps, record their next steps, and share them with their families. Pedagogues, Students, and Families will develop a shared understanding of expectations and next steps and track progress together. College and career readiness will be increased for students as they develop independence and ownership over their learning process.</p>	<p>Administration, Teachers, Paraprofessionals, Students, and Families</p>	<p>September 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school, Classroom Teachers, Students and Families.</p>
<p>Enrichment Learning: Through the use of contracted, grant funded partnerships, and school created programs, regular student field trips, students will be exposed to enrichment activities during and after school. Activities will include The Arts, STEM, Student Government and Leadership, Health and Physical Education.</p>	<p>Students</p>	<p>September 2015 through June 2016</p>	<p>Administration, Teachers, Contracted Agencies</p>
<p>Targeted Support Services: The student to teacher ratio will be lowered for all students regularly (80 – 160 minutes of instruction weekly) to provide targeted assistance using research based methods for all students Grades K –8, including ELL and SWD subgroups. Collaborative planning time will be scheduled to support teachers in preparation. Materials will be purchased to support the plan. Data will be tracked to assess effectiveness of the plan.</p>	<p>Administration, Teachers, Paraprofessionals, Students</p>	<p>September 2015 through June 2016</p>	<p>Administration, Teachers, Students</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.

- Contractual Professional Learning Time: 80 minutes weekly
- Contractual Family Engagement Time: 35 minutes weekly
- Contractual Professional Work Time: 40 minutes weekly
- Contractual Parent Teacher Conferences: 4 times per year
- Per Session Funding: professional Learning Planning –Lead Instructional Team After School
- Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building
- Per Diem Funding: substitute coverage for common planning activities
- OTPS Funding: curriculum materials, supplemental materials, classroom supplies, furniture, technology, educational software
OTPS Funding: transportation and admission fees for trips
- OTPS Funding: Curriculum and staff development partnerships (ASD Nest)
- Scheduling: common planning
- Scheduling: enrichment periods and advisory periods
- Scheduling: team meetings
- Borough Field Support Center: Support Specialists
- District Support Personnel: Principal Leadership Facilitator
District Principals: support through intervisitation

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
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Data collection from baseline and benchmark assessments will be used at the end of the first term to assess progress for all students in ELA.

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.

STRENGTH: The ASD Nest program that supports learning of high functioning students with autism spectrum disorders through an integrated team teaching model, in kindergarten through fifth grade. Strategies learned through ASD Nest professional learning and the ASD Nest model are being employed to support students by establishing a supportive classroom. A full time guidance counselor supports the social emotional needs of students across the school. Guidance counselors push-in to classes and work with students to build positive academic and personal behaviors, as well as working with students during non-academic times. An Incentives Team is working to prove positive behavioral interventions and supports throughout the school.

NEEDS: More work needs to be done to meet the needs of students in the middle ranges of proficiency ratings (2.50-2.99) by making students and parents aware of the supports and interventions that are available, as well and incorporating students and parents into the processes and systems that can improve outcomes. Success in creating a supportive environment (as has been done through the ASD Nest Model) for all is a next step is an important next step. More needs to be done to bridge needs for rigorous instruction and a supportive environment to meet the needs of students in this Middle Range.

The data to support this needs assessment are as follows:

The percentage scores for 5 out of 6 of the Social Emotional Learning subcategories were at or below the citywide average (among comparable schools).

The subcategories that will be focused on are:

1. Peer Interactions – at the citywide average
2. Next-Level guidance – 2 percentage points below the citywide average
3. Progress towards academic achievement -- 1 percentage point below the citywide average
4. Personal attention and support – 2 percentage points below the citywide average

Peer support for academic work – 1 percentage point below the citywide average

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.

By June 2016 50% of all students in Grades 4 – 8 with a Proficiency Rating of 2.50 – 2.99 from the previous year will meet school designated ‘accelerated growth targets’ scores as measured by The New York State ELA Exam.

Accelerated growth target formula: PROFICIENCY RATING + ((4.5 – PPROFICIENCY RATING) x .33)

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>
<p>Student Support Structures: Using a case conferencing model, student support teams will meet weekly to identify students in need of additional support, select the best means of support, develop the a support plan with those responsible and invested in the selected student’s success (i.e. classroom teachers and families), implement the support plan, and track student progress as the plan is carried out. One team, The ASD Nest Team will focus primarily on ASD students. Another Team, The Student Support Team (comprised of PPT, RTI, and AIS structures and personnel) will address all other students’ needs. There will be cross membership for both teams to create coherence and share best practices/resources.</p>	<p>Families and Students</p>	<p>September 2015 through June 2016</p>	<p>Administration, Nest Teachers, Nest Support Personnel, School Assessment Team, IEP Teacher, AIS Teachers, ESL Teachers, Data Specialist, Literacy Coach, Mathematics Coach</p>
<p>Student Incentives and Events: Two teams will work in conjunction to formalize school-wide incentives for students and plan school-wide</p>	<p>Families and Students</p>	<p>September 2015</p>	<p>Incentives Team: Selected Pedagogues and Support Personnel</p>

<p>vents for families that will both make the demands of a rigorous and challenging academic environment feel safe and supportive. The Incentives Team will develop incentives criteria for academic performance and progress and meeting social-emotional expectations; including incentives for attendance, report card grades, developing literacy and math skills, and complying with dress code mandates. Incentives will include a quarterly trip, class parties, and yearly prizes. The Incentives Team will also plan and facilitate family events such as The Cultural Unity Banquet and Family Sports Night. The Communications Teams will meet regularly and coordinate calendars for events. The team will incorporate PTA Executive Board Members into the process.</p>		<p>through June 2016</p>	
<p>Family Engagement Workshops: Teachers will utilize contractual family engagement time to develop and facilitate literacy and mathematics based workshops for families in the language of their preference. This will include overviews of curriculum, exposure to actual lessons/activities that students are engaged in, and side-by-side learning for parents and children, with the goal of expanding parents' understanding of CCLS and expectations of students. Other workshops will be planned based on needs determined by teachers in collaboration with parents.</p>	<p>Families and Students</p>	<p>September 2015 through June 2016</p>	<p>Administration, Family Engagement Coordinator, Parent Coordinator, Students and Families</p>
<p>Student Led Conferences: Pedagogues will develop students' abilities to analyze their own work based on co-developed criteria so that students can identify strengths and next-steps, record their next steps, and share them with their families. Pedagogues, Students, and Families will develop a shared understanding of expectations and next steps and track progress together. College and career readiness will be increased for students as they develop independence and ownership over their learning process.</p>	<p>Administration, Teachers, Paraprofessionals, Students, and Families</p>	<p>September 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school, Classroom Teachers, Students and Families.</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Contractual Professional Learning Time: 80 minutes weekly • Contractual Family Engagement Time: 35 minutes weekly

- Contractual Professional Work Time: 40 minutes weekly
- Contractual Parent Teacher Conferences: 4 times per year
- Per Session Funding: professional Learning Planning –Lead Instructional Team After School
- Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building
- Per Diem Funding: substitute coverage for common planning activities
- OTPS Funding: curriculum materials, supplemental materials, classroom supplies, furniture, technology, educational software
- OTPS Funding: transportation and admission fees for trips
- OTPS Funding: Curriculum and staff development partnerships (ASD Nest)
- Scheduling: common planning
- Scheduling: enrichment periods and advisory periods
- Scheduling: team meetings
- Scheduling: AIS support
- Borough Field Support Center: Support Specialists
- District Support Personnel: Principal Leadership Facilitator
District Principals: support through intervisitation

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
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

At the end of the first term a benchmark survey will be given to parents and students to measure progress towards the annual 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.

STRENGTH: The Lead Instructional Team ensured cyclical and comprehensive professional learning weekly during the 2014-2015 School Year for all pedagogues based needs assessment conducted in the spring of 2014. Professional Learning was done using research based strategies and focused on three areas; 1) Conferencing 2) Questioning and Discussion 3) Universal Design for Learning. The result was a proliferation and improvement in the use of effective pedagogical practices as evidenced by APPR evaluation data.

NEED: Proliferation and improvement in the use of effective pedagogical practices has not fully resulted in alignment of on-going assessment practices across all grades. Professional Learning needs to incorporate more regular systematic opportunities to deepen the practice of using rubrics to evaluate student work to ensure that grades accurately represent student learning in relationship to systematically defined CCLS expectations.

The data to support this needs assessment are as follows:

- Feedback from the most recent Quality Review Report (2012-2013) states that the school needs to, “Extend the work of teacher teams toward systemic analysis of student work to understand the relationship between pedagogic practice and student outcomes.
- Indicator 2.2 was rated “Proficient” on the most recent Quality Review Report (2012-2013).
- Indicator 4.2 was rated “Developing” on the most recent Quality Review Report (2012-2013).
- The ELA Mean Proficiency for students in Grades 3 – 8 for the 2013 – 2014 school year was 2.64
- The ELA Mean Proficiency for students in Grades 3 – 8 for the 2014 – 2015 school year was 2.68
- The percentage of English Language Learners at 75th Growth Percentile or higher for the 2013 – 2014 School Year was 46.5.
- The percentage of English Language Learners at 75th Growth Percentile or higher for the 2014 – 2015 School Year was 57.1.
- The percentage of Self-Contained students at Level 3 or 4 for the years 2012, 2013, 2014 respectively were 25, 0 and 0. The percentage of Self-Contained students at Level 3 or 4 for the year 2015 was 9.1%.
- The percentage of SETSS students at Level 3 or 4 for the years 2012, 2013, 2014 respectively were 18.8, 5.0, and 5.3
- The percentage of SETSS students at Level 3 or 4 for the years 2015 15.4%.
- The percentage ICT students at Level 3 or 4 for the years 2014 was 5.3. Data is not available for ICT students prior to 2014.
- The percentage ICT students at Level 3 or 4 for the years 2015 was 13.0%

- The ELA Percent Proficient for students receiving support in an ICT setting for 2013 – 2014 School Year was 6.7%
- The ELA Percent Proficient for students receiving support in an ICT setting for 2014 – 2015 School Year was 13.0%
- The Mathematics Percent Proficient for students receiving support in an ICT setting for 2013 – 2014 School Year was 31.0%
- The Mathematics Percent Proficient for students receiving support in an ICT setting for 2014 – 2015 School Year was 26.1%
- 2/3 of all classes in the school contain students that receive support in an ICT setting.

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.

By June 2016 50% of all SWDs will meet school designated ‘accelerated growth targets’ scores as measured by ELA Performance Based Assessments for Grades K – 8.

Accelerated growth target formula: PROFICIENCY RATING + ((4.5 – PPROFICIENCY RATING) x .33)

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) 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>Professional Learning Study: The Lead Instructional Team will select areas of learning/instructional focus and develop learning modules around research based literature/strategies, District, Borough Field Support Center, and New York City Department of Education professional learning opportunities that can be turnkeyed, in order to build knowledge in the selected area of learning. The Lead Instructional Team will support pedagogues in implementing what is learned through mentoring and co-planning.</p>	<p>Administration, Teachers, and Paraprofessionals</p>	<p>July 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school.</p>

<p>As knowledge is put into action, the Lead Instructional Team will facilitate the proliferation of best practices using two methods: 1) Conducting regular Instructional Rounds where pedagogues can view knowledge being put into action and 2) Conducting Best Practices Workshops where teachers can share and develop their practices.</p>			
<p>Professional Learning Inquiry and Product Analysis: The Lead Instructional Team will use an apprenticeship model to build capacity that will allow teachers teams to meaningfully and productively conduct inquiry and analyze curriculum and student work products.</p> <p>The Lead Instructional Team will facilitate and develop independent abilities of teacher teams through 2 connected activities: 1) Analyzing CCLS Reading and Writing Standards, and the Standards of Mathematical Practice in order to further develop student accessible/friendly “success criteria” resulting a better vertical understanding of grade specific standards/expectations by teachers and in clearer setting of expectations for students in connection to CCLS aligned curriculum. 2) Using the analysis of standards to more effectively use curriculum to set, teach, and assess outcomes, and better norm Performance Based Assessment Rubrics (connected more purposefully and meaningfully to “success criteria”). The Lead Instructional Team will facilitate and develop the independent abilities of teacher teams to use a analyze and modify curriculum and use a “Looking At Student Work” (LASW) Protocol to regularly analyze student Performance Based Assessments using common CCLS based rubric.</p> <p>By June 2016, 100% of pedagogues will engage in structured professional collaborations on teams, using an inquiry approach that promotes shared leadership and focuses on aligning assessments to curricula, analyzing student learning outcomes, adjusting instructional decisions, and improving student learning, resulting in a rating of “Effective” or “Highly Effective” on Principals Performance Review Indicators 2.2 and 4.2</p>	<p>Administration, Teachers, and Paraprofessionals</p>	<p>July 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school.</p>
<p>Targeted Support Services: The student to teacher ratio will be lowered for all students regularly (80 – 160 minutes of instruction weekly) to provide</p>	<p>Administration, Teachers,</p>	<p>September 2015</p>	<p>Administration, Teachers, Students.</p>

targeted assistance using research based methods for all students Grades K –8, including ELL and SWD subgroups. Collaborative planning time will be scheduled to support teachers in preparation. Materials will be purchased to support the plan. Data will be tracked to assess effectiveness of the plan.	Paraprofessionals, Students	through June 2016	

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.											
<ul style="list-style-type: none"> • Contractual Professional Learning Time: 80 minutes weekly • Contractual Family Engagement Time: 35 minutes weekly • Contractual Professional Work Time: 40 minutes weekly • Contractual Parent Teacher Conferences: 4 times per year • Per Session Funding: professional Learning Planning –Lead Instructional Team After School • Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building • Per Diem Funding: substitute coverage for common planning activities • OTPS Funding: curriculum materials, supplemental materials, classroom supplies, furniture, technology, educational software • OTPS Funding: Curriculum and staff development partnerships (ASD Nest) • Scheduling: common planning • Scheduling: enrichment periods and advisory periods • Scheduling: team meetings • Scheduling: AIS support • Borough Field Support Center: Support Specialists • District Support Personnel: Principal Leadership Facilitator District Principals: support through intervisitation 											
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
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Data collection from baseline and benchmark assessments will be used at the end of the first term to assess progress for all students in ELA.

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.

STRENGTHS: Written actionable feedback is provided to teachers in a timely fashion following all observations. Initial Planning Conferences, Mid-Year Meetings, and Summative End-of-Year Conferences create a cyclical nature of goal setting and benchmarking through collaborative conversation resulting in improvement of pedagogical practices school-wide.

NEEDS: More targeted support and concrete, specific, actionable feedback needs to be provided to support growth in assessment practices.

The data to support this needs assessment are as follows:

- The most recent Quality Review states, “Pedagogy is supported through highly effective evaluation of instruction and comprehensive professional development resulting in teacher practice that engages all students and positively affects student outcomes...School leaders use student data, teacher observation, and content strands of the Common Core Learning Standards, to set school-wide instructional goals. The principal sets forth expectations of a positive environment that supports each individual student’s needs and learning styles. To that end, the principal engages teachers in rigorous cycles of evaluation that is informed by and aligned to the Danielson Framework of Teaching, where teachers receive effective feedback and clear next steps toward improving their performance. Supervisors align professional development opportunities to the overall trends that observation data illuminates as well as individualized opportunities for teachers with specific needs.

Advance data shows that Component 3D is the lowest rated component for all teachers

- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2014 New York State ELA Exam was 46.4% (as compared to 27.6% the previous year).
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2015 New York State ELA Exam was 57.1%.
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2014 New York State Math Exam was 40.6%.
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2015 New York State Math Exam was 50.0%.

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.

By June 2016 50% of all ELLs, will meet school designated ‘accelerated growth targets’ scores as measured by ELA Performance Based Assessments for Grades K – 8.

Accelerated growth target formula: PROFICIENCY RATING + ((4.5 – PPROFICIENCY RATING) x .33)

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) 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>Professional Learning Study: The Lead Instructional Team will select areas of learning/instructional focus and develop learning modules around research based literature/strategies, District, Borough Field Support Center, and New York City Department of Education professional learning opportunities that can be turnkeyed, in order to build knowledge in the selected area of learning. The Lead Instructional Team will support pedagogues in implementing what is learned through mentoring and co-planning. As knowledge is put into action, the Lead Instructional Team will facilitate the proliferation of best practices using two methods: 1) Conducting regular Instructional Rounds where pedagogues can view knowledge being put into action and 2) Conducting Best Practices Workshops where teachers can share and develop their practices.</p>	<p>Administration, Teachers, and Paraprofessionals</p>	<p>July 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school.</p>
	<p>Administration, Teachers, and Paraprofessionals</p>	<p>July 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors,</p>

<p>Professional Learning Inquiry and Product Analysis: The Lead Instructional Team will use an apprenticeship model to build capacity that will allow teachers teams to meaningfully and productively conduct inquiry and analyze curriculum and student work products.</p> <p>The Lead Instructional Team will facilitate and develop independent abilities of teacher teams through 2 connected activities: 1) Analyzing CCLS Reading and Writing Standards, and the Standards of Mathematical Practice in order to further develop student accessible/friendly “success criteria” resulting a better vertical understanding of grade specific standards/expectations by teachers and in clearer setting of expectations for students in connection to CCLS aligned curriculum. 2) Using the analysis of standards to more effectively use curriculum to set, teach, and assess outcomes, and better norm Performance Based Assessment Rubrics (connected more purposefully and meaningfully to “success criteria”). The Lead Instructional Team will facilitate and develop the independent abilities of teacher teams to use a analyze and modify curriculum and use a “Looking At Student Work” (LASW) Protocol to regularly analyze student Performance Based Assessments using common CCLS based rubric.</p>			<p>and specialists from all grade levels and key content areas of the school.</p>
<p>Family Engagement Workshops: Teachers will utilize contractual family engagement time to develop and facilitate literacy and mathematics based workshops for families in the language of their preference. This will include overviews of curriculum, exposure to actual lessons/activities that students are engaged in, and side-by-side learning for parents and children, with the goal of expanding parents’ understanding of CCLS and expectations of students. Other workshops will be planned based on needs determined by teachers in collaboration with parents.</p>	<p>Families and Students</p>	<p>September 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school, Classroom Teachers, Students and Families.</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.

- Contractual Professional Learning Time: 80 minutes weekly
- Contractual Family Engagement Time: 35 minutes weekly
- Contractual Professional Work Time: 40 minutes weekly
- Contractual Parent Teacher Conferences: 4 times per year
- Per Session Funding: professional Learning Planning –Lead Instructional Team After School
- Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building
- Per Diem Funding: substitute coverage for common planning activities
- OTPS Funding for Contracted Agencies: Marquis Studio
- OTPS Funding: curriculum materials, supplemental materials, classroom supplies, furniture, technology, educational software
OTPS Funding: transportation and admission fees for trips
- OTPS Funding: Curriculum and staff development partnerships (ASD Nest)
- Grant Funding for Partnerships: NIA
- Scheduling: common planning
- Scheduling: enrichment periods and advisory periods
- Scheduling: team meetings
- Scheduling: AIS support
- Borough Field Support Center: Support Specialists
- District Support Personnel: Principal Leadership Facilitator
- District Principals: support through intervisitation

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
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Data collection from baseline and benchmark assessments will be used at the end of the first term to assess progress for all students in ELA.

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 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.

STRENGTH: During the 2014-2015 School Year additional parent engagement time has been used to provide parent workshops to support parents in raising academic achievement. Translators are regularly provided at workshops. Some workshops have been provided in the parent’s preferred/native language.

NEED: Although some workshops had an academic focus, regular workshops with connections to CCLS expectations need to be conducted to support parents in raising academic achievement.

- Out of all parents that responded to the 2013-2104 Learning Environment Survey 39% indicated that they have been invited to attend and event at their child’s school 5 or more times. Out of all parents that responded to the 2013-2104 Learning Environment Survey 34% indicated that they have been invited to attend and event at their child’s school 3-4 times. Out of all parents that responded to the 2013-2104 Learning Environment Survey 25% indicated that they have been invited to attend and event at their child’s school 1-2 times. Out of all parents that responded to the 2013-2104 Learning Environment Survey 3% indicated that they have been never invited to attend and event at their child’s school.
- Out of all parents that responded to the 2013-2014 Learning Environment 41% strongly agreed, 50% agreed, 7% disagreed, and 1% strongly disagreed that their child’s school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school.
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2014 New York State ELA Exam was 46.4% (as compared to 27.6% the previous year).
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2015 New York State ELA Exam was 57.1%.
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2014 New York State Math Exam was 40.6%.
- The percentage of English Language Learners at 75th Growth Percentile or higher as measured by the 2015 New York State Math Exam was 50.0%.

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, 75% of all ELL families will engage in 3 or more family engagement events as measured by family member sign-in sheets resulting a 10% an increase in the percentage of ELLs at 75th growth percentile or higher as measured by the new York State Mathematics Exam.

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) <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>
<p>Student Led Conferences: Pedagogues will develop students’ abilities to analyze their own work based on co-developed criteria so that students can identify strengths and next-steps, record their next steps, and share them with their families. Pedagogues, Students, and Families will develop a shared understanding of expectations and next steps and track progress together. College and career readiness will be increased for students as they develop independence and ownership over their learning process.</p>	<p>Administration, Teachers, Paraprofessionals, Students, and Families</p>	<p>September 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school, Classroom Teachers, Students and Families.</p>
<p>Student Support Structures: Using a case conferencing model, student support teams will meet weekly to identify students in need of additional support, select the best means of support, develop the a support plan with those responsible and invested in the selected student’s success (i.e. classroom teachers and families), implement the support plan, and track student progress as the plan is carried out. One team, The ASD Nest Team will focus primarily on ASD students. Another Team, The Student Support Team (comprised of PPT, RTI, and AIS structures and personnel) will address all other students’ needs. There will be cross membership for both teams to create coherence and share best practices/resources.</p>	<p>Families and Students</p>	<p>September 2015 through June 2016</p>	<p>Administration, Nest Teachers, Nest Support Personnel, School Assessment Team, IEP Teacher, AIS Teachers, ESL Teachers, Data Specialist, Literacy Coach, Mathematics Coach</p>
<p>Student Incentives and Events: Two teams will work in conjunction to formalize school-wide incentives for students and plan school-wide</p>	<p>Families and Students</p>	<p>September 2015</p>	<p>Incentives Team: Selected Pedagogues and Support Personnel</p>

<p>vents for families that will both make the demands of a rigorous and challenging academic environment feel safe and supportive. The Incentives Team will develop incentives criteria for academic performance and progress and meeting social-emotional expectations; including incentives for attendance, report card grades, developing literacy and math skills, and complying with dress code mandates. Incentives will include a quarterly trip, class parties, and yearly prizes. The Incentives Team will also plan and facilitate family events such as The Cultural Unity Banquet and Family Sports Night. The Communications Teams will meet regularly and coordinate calendars for events. The team will incorporate PTA Executive Board Members into the process.</p>		<p>through June 2016</p>	
<p>Family Engagement Workshops: Teachers will utilize contractual family engagement time to develop and facilitate literacy and mathematics based workshops for families in the language of their preference. This will include overviews of curriculum, exposure to actual lessons/activities that students are engaged in, and side-by-side learning for parents and children, with the goal of expanding parents' understanding of CCLS and expectations of students. Other workshops will be planned based on needs determined by teachers in collaboration with parents.</p>	<p>Families and Students</p>	<p>September 2015 through June 2016</p>	<p>The Principal and Lead Instructional Team. The Team consists of coaches, mentors, and specialists from all grade levels and key content areas of the school, Classroom Teachers, Students and Families.</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Contractual Professional Learning Time: 80 minutes weekly • Contractual Family Engagement Time: 35 minutes weekly • Contractual Professional Work Time: 40 minutes weekly • Contractual Parent Teacher Conferences: 4 times per year • Per Session Funding: professional Learning Planning –Lead Instructional Team After School • Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building • Per Diem Funding: substitute coverage for common planning activities • OTPS Funding for Contracted Agencies: Marquis Studio

- OTPS Funding: curriculum materials, supplemental materials, classroom supplies, furniture, technology, educational software
OTPS Funding: transportation and admission fees for trips
- OTPS Funding: Curriculum and staff development partnerships (ASD Nest)
- Grant Funding for Partnerships: NIA
- Scheduling: common planning
- Scheduling: enrichment periods and advisory periods
- Scheduling: team meetings
- Scheduling: AIS support
- Borough Field Support Center: Support Specialists
- District Support Personnel: Principal Leadership Facilitator
District Principals: support through intervisitation

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
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Data collection from baseline and benchmark assessments will be used at the end of the first term to assess progress for all students in ELA.

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)	Inadequate progress towards meeting promotional standards as defined by Chancellor’s Regulation A-501	Targeted Support for Grades – K-8 (ESL Teacher/ Licensed ELA Teacher) After School Support	RTI - Scaffolded Support, Flexible Grouping, Differentiated Instruction, Small Group Instruction – K-8 Push In/Pull Out Support	During the School Day Lunch Time Support After School
Mathematics	Inadequate progress towards meeting promotional standards as defined by Chancellor’s Regulation A-501	Elementary Cluster Teacher Licensed Content Area Teacher in Science and ELA Embed Content and Curriculum Support	RTI - Scaffolded Support, Flexible Grouping, Differentiated Instruction, Small Group Instruction – K-8 Push In/Pull Out Support	During the School Day Lunch Time Support After School
Science	Inadequate progress towards meeting promotional standards as defined by Chancellor’s Regulation A-501	Elementary Cluster Teacher Licensed Content Area Teacher in Science and ELA Embed Content and Curriculum Support	Small Group Instruction	During the School Day Lunch Time Support After School
Social Studies	Inadequate progress towards meeting promotional standards as defined by Chancellor’s Regulation A-501	Licensed Content Area Teacher in Social Studies and ELA Embed Content and Curriculum Support Enrichment/Support	Small Group Instruction	During the School Day Lunch Time Support After School

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Determined by the appropriate support provider using specific assessments and evaluations.</p>	<p>Services Provided by the Guidance Counselor and the Social Worker. Students are referred by their teachers or parents for social/emotional issues or concerns that may be affecting the students' performance at school.</p>	<p>One-to-One Small Groups</p>	<p>During the School Day Progress is monitored every 6 weeks</p>
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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.
<ul style="list-style-type: none"> • Administration will collaborate with Borough and District Personnel to ensure that non-HQT meet all required documentation and assessment guidelines. • Title I funding will be utilized to support teachers in becoming Highly Qualified Teachers. • Mentors will provide support for teachers that are Not Highly Qualified. • Administration will collaborate with Borough and District Personnel to seek Highly Qualified Teachers when positions are open. • Administration will create candidate evaluation committees to identify and interview candidates when a position is available. • During reorganization the administration will utilize teacher license information to ensure that the assignment matches the teacher's license area.

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).
<ul style="list-style-type: none"> • The Professional Learning Community that was established in the 2013 – 2014 school year continues to develop and evolve in order to include all teachers and paraprofessionals in meaningful and productive professional learning. Weekly meetings are facilitated by Instructional Team Members using facilitation guides. The Instructional Team also uses the structure of the established Professional Learning Community to further develop assessment practices and analysis of student work, to ensure/increase rigor, and refine the School-Wide Instructional Focus. • Regularly scheduled Instructional Rounds will facilitate inter-visitation allowing all teachers to view and share best practices with other teachers. Formal sharing of Best Practices will take place during Professional Development in the

fall and spring terms. Debriefing notes from Instructional rounds are triangulated with teacher evaluation feedback, Instructional Team feedback, and PLC topics, and disseminated to the entire staff.

- Common Planning time will be utilized to analyze and adjust curriculum to ensure that it is aligned to the CCLS..
- Instructional Coaches will support teachers and paraprofessionals in analyzing and adjusting curriculum to ensure that it is aligned to the CCLS.
- Professional Development on the new CCLS aligned curriculums will be provided to support the retention of Highly Qualified Teachers.
- Professional Learning Communities will be utilized to support growth of teachers and paraprofessionals .

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.).

- Curriculum
 - o Our Pre-Kindergarten program prepares students for the transition to elementary school by providing rich and varied learning experiences that lay the foundation for college and career readiness. Our literacy curriculum supports the age appropriate development of early literacy skills, with a focus on phonics, phonemic awareness, fluency, comprehension and vocabulary development. In mathematics, students are encouraged to demonstrate awareness and competence in mathematical practices.
- Professional Development

o Teachers attend regular professional development during Pre-K non-attendance days provided by the NYCDOE. Topics include:

- ♣ Common Core standards
- ♣ Social and Emotional Growth
- ♣ Creating Partnerships With Parents

• In addition, parents are offered workshops provided by our Social Worker. She serves as a liaison between the parents and the school to further ease the transition to elementary school. Topics include:

- o Transition to Kindergarten (parents meet the Kindergarten Teachers and learn about expectations)
- o Child Development
- o Social and Emotional Growth
- o Extending Learning to the Home
- Sharing Information
- o Each June, Pre-Kindergarten teachers and Kindergarten teachers are given the opportunity to meet and discuss the needs of the students transitioning to Kindergarten.
- Early Intervention

Students receiving early intervention services undergo evaluation prior to entering the elementary grades. The needs of each individual child are addressed and services are offered accordingly. In addition, we work with community based organizations to further support the transition for students.

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.

- A Measures of Student Learning (MOSL) committee was created to review assessments used to assess student progress.
- The Instructional Team, Common Planning structures, and PLC time are used in a distributive leadership capacity to examine assessments and facilitate professional development and turn-keying.
- The Instructional Team Common Planning structures and PLC time are used to examine curricula including assessment components.
- Common Planning structures are utilized to examine student work and assessment results to track progress.
- Teachers participate in Annual IEP meetings, 3 Year Re-evaluations, Initial Evaluations, PPT Meetings, and NEST Team Meetings, where in addition to collaborating, they have an opportunity to discuss the effectiveness of shared strategies.

- Instructional Leads will attend professional development and turn-key information at Grade/Academy meetings. All Teachers in grades K through 8 will administer, assess, and analyze the results of curricula/periodic assessments in conjunction in order to plan targeted instruction for struggling students by adjusting instructional practices, and develop additional supports and strategies.
- Teachers will use and modify curricula aligned rubrics and/or scoring guides to accurately assess the level of student work. They will thus be active in the assessment process and the evaluation of the effectiveness of the strategies .

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	260,499.00	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	34,771.00	X	5A, 5C
Title III, Part A	Federal	11,200.00	X	5A, 5B, 5C, 5D
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,368,627.00	X	5A, 5B, 5C, 5D, 5E

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) Template

Public School 121

5301 20th Avenue

Brooklyn, New York 11204

Tel: # 718-377-8845 Fax: 718-252-4075

Anthony Mungoli, Principal

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

Public School 121

5301 20th Avenue

Brooklyn, New York 11204

Tel: # 718-377-8845 Fax: 718-252-4075

Anthony Mungioli, Principal

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

IV. 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>P.S. 121 Nelson A. Rockefeller</u>	DBN: <u>21K121</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>40</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</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: The goal of PS 121's Title III program is to provide a rigorous, standards-based data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards.

The objective of the program is to implement an effective supplemental ESL program that will result in a 5% increase in the number of ELLs making adequate yearly gains in English as measured by the NYSESLAT.

A review of standardized test scores, including the New York State ELA, Math and Science exams, demonstrate that ELL students are scoring far below their English speaking peers in ELA as well as the content areas. NYSESLAT results demonstrate reading and writing as areas of need.

Based on student need, PS 121 will offer an after school supplemental enrichment program for ELL students in grades 1-8. For the 2014-2015 school year, the students will meet twice a week, after school, for ninety minute sessions, from 2:20PM to 3:50PM, from October 1, 2014 through May 21, 2015 for the 2014-2015 school year, and the program will meet from October 2015 through May 2016. The program's focus will be supplemental math, literacy and science instruction. Mathematics materials will include "Approach and Connect." Science materials will include Kaplan Science. Literacy materials will include Imagine Learning English (ILE), a scientifically research based technology program, with each student interacting with the program through the use of a laptop computer and headphones. The program is specifically designed to improve the literacy skills of ELL students. ILE uses adaptive assessments to provide differentiated instruction to each student - it acts as a one on one instructor. The program provides strategic native language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure academic success, ILE teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students will be assessed regularly, including pre and post tests through integrated assessments.

Students will also engage in activities designed to improve performance on the NYSESLAT, including "Getting Ready for the NYSESLAT and Beyond."

Subgroups and grade levels to be served

All students in grades 1-8 will be served, with instruction targeted to the needs of the students

Schedule and duration

The program will meet twice a week (Wednesdays and Thursdays), from October, 2014 through May, 2015, from 2:20PM to 3:50PM. For the 2015-2016 school year, the program will meet twice a week from October, 2015 through May, 2016, from 2:20PM-3:50PM, exact dates to be determined.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _

Well-planned, ongoing professional development sessions will support language development for the Title III students. Professional development will be targeted to meet the needs of the teachers and ELL students. In an effort to maximize resources and maximize personnel exposed to learning experiences designed to improve teaching and learning for all ELLs, ELL professional development sessions will be part of the school's regularly scheduled program.

Teachers to be trained

The ESL Teacher, Ms. Randazzo

Science Teacher, Ms. Cottrell

Technology Teacher, Tara Grogan

Classroom Teachers

Content area teachers

Schedule and duration

Professional development sessions will be scheduled in November 2014, February 2015 and March 2015 and again in November, 2015, February 2016 and March 2016

Topics to be covered

•New York State Common Core Learning Standards

•ESL Methodologies

•Integrating ESL strategies into Content Area instruction

•Data Driven Instruction

•Imagine Learning English

Name of provider

Imagine Learning English

NYC Department of Education: DELLSSS and other offices

CFN 409

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: _____:

Title III Topics to be covered and translators will be made available as per parent request:

Resources to assist children at home

Common Core Learning Standards and the ELL child

Communicating with the school and with teachers

Name of provider

School Social Worker - Ann Gorman

Parent Coordinator - Celia Magrone

ESL Teacher - Lucille Randazzo

Literacy Coach - Carolyn Cottrell

How parents will be notified of these activities

Parents will be notified in the following ways:

- Flyers sent home translated into high incidence languages

- Follow-up telephone calls

Part E: Budget

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

Allocation Amount: \$ _____

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

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 21	Borough Brooklyn	School Number 121
School Name Nelson A Rockefeller		

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 Anthony Mungoli	Assistant Principal Lisa Giuliano
Coach Carolyn Cottrell	Coach
ENL (English as a New Language)/Bilingual Teacher Lucille Randazzo/ENL Teacher/S	School Counselor Kelly Femiano
Teacher/Subject Area Mei Chan/ENL	Parent Christine Schneider
Teacher/Subject Area Leonarda Huertas/ENL	Parent Coordinator Celia Magrone
Related-Service Provider Stephanie Cohen/SLP	Borough Field Support Center Staff Member Joanne Benoit
Superintendent Isabel DiMola	Other (Name and Title)

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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	0
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)	375	Total number of ELLs	72	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	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 checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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 type="checkbox"/>	No <input checked="" 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	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	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	72	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	15
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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	52	0	7	5		2	3		3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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: _____
---------------------------------------------------------------	-------------------------------------------------------------

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	6	7	1	2	5	4	1	3	5	0	0	0	0	0
Chinese	2	5	2	0	2	1	0	0	0	0	0	0	0	0
Russian	1	1	0	0	0	0	0	0	2	0	0	0	0	0
Bengali	0	0	0	0	2			1						0
Urdu	1	3	0				1							0
Arabic	0	2	0	1				1						0
Haitian	0	0	0											0
French	0	0	0											0
Korean	0													0
Punjabi	0													0
Polish	0				1									0
Albanian	0													0
Other	1	2	4					1	1					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)	2	0	1	1	2	2	0	1	1					0
Emerging (Low Intermediate)	3	1	0	0	2	1	0	0	2					0
Transitioning (High Intermediate)	3	2	0	0	0	0	1	0	1					0
Expanding (Advanced)	3	13	4	1	5	2	0	4	2					0
Commanding (Proficient)	0	4	2	1	1	0	1	1	2					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				0	0	0	0	0	0	0	0	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	0	4	2	1	1	0	1	1	2	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	1	1	0	1	0	0	1	0
8	0	0	2	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	1	0	0	0	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 TCRWP to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their english speaking peers. Currently, 25% of our ELL students are reading on grade level independently. As a result, we have put in place initiatives that seek to close that gap. Our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 For the 2015 administration of the NYSESLAT, a significant number of our students scored at the Expanding Level (48.6%). Areas of strength were speaking and writing. Areas of weakness were reading and listening. An increased emphasis on listening skills, particularly oral comprehension of lengthy complex texts, will be incorporated into the ENL instructional program.

 Fall 2015 NYSITELL data demonstrates a balanced range of proficiency levels for our Kindergarten new admits. Ten students were assessed and entitled. One scored EN, 3 scored EM, 3 scored TR and 3 scored EX. New admits from other grades scored at the entering level. These results indicate that our kindergarten students were exposed to English prior to beginning kindergarten (pre-kindergarten, daycare, etc) and that this exposure is beneficial to the development of language proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The school uses the AMAO Tool to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and design effective instructional programs and/or interventions for those students. The factors that we analyze include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, holdover status, SIFE status, and disability classification. The data reveals that students with disabilities and long term ELL's are not making progress. They are scoring below level in ELA.
- 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?

4a. For the 2015 administration of the NYS Common Core ELA assessment, 4.4% of ELLs scored a Level 3, Meeting standards. For Math, 14.6% of ELLs scored a Level 3, Meeting standards. These results are significantly below the rates for English speaking students at the school.

4.b School leadership and teachers consider a variety of data, both formative and summative in determining the individual needs of all students, including ELLs. Data analysis is used to design whole class instruction as well as small group and individual needs. At this time we administer the Periodic Assessment. We use the results to determine student progress as well as inform high level instructional decisions for the school.

4 c. Periodic Assessment data is disaggregated to identify the trends of the ELL students. We found the ELLs are underperforming compared to their english speaking peers. Native lanauge support is used in the following ways - Select textbooks in Spanish are available, including Go Math, and the computer based Imagine Learning program supports a vareity of native languages. In addition, students are provided with complex texts in their native language so that they may continue to develop critical thinking skills as they acquire English.

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](#).]

For each English language learner who does not make adequate yearly progress (AYP) on the annual English language proficiency assessment, or who scores a Level 1 or 2 on NYS assessments, the school determines additional support services to be provided the student that are aligned to the Academic Intervention Services provided to all students. The school considers factors such as proficiency exam results, ENL and content area teacher recommendations, parent requests and student work products. When ELL students are identified as having academic difficulty, we use a three tiered approach to providing instructional support and intervention, in line with the RtI framework. We examine current performance, provide support using research based strategies, and partner with the family to ensure students receive the necessary support in order to succeed academically. Student progress is tracked to determine benefits of supports.

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

We use the Spanish LAB to determine language dominance for Spanish speaking students and use ATS to gather necessary data. In addition, during the HLIS interview with the parents; teachers discuss prior schooling, performance in school in the native country and other information that may assist the school in making educational decisions. All teachers, including content area teachers, focus on building academic vocabulary through a variety of strategies. Our literacy program for early childhood, ReadyGen, places emphasis on the use of cognates in building vocabulary as well. Flnally, we use native language support as a scaffold for our ELL students. Our research based instructional technology program, Imagine Learning English program provides targeted native language support to students as they interact with the program. In addition, we provide students with native language glossaries, etc and utilize technology to translate as needed.

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?

Not Applicable

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

The success of the ELL program will be evaluated regularly by school leaders, in conjunction with the ESL teachers. They will examine all available data, both summative and formative, including NYS ELA, Math and Science assessments, curriculum embedded performance based assessments and Independent Reading Levels. They use that information to inform currucular and instructional decisions and provide targeted support as needed to groups of ELLs that are performing below standards. They will assess the rate in which ELL parents participate in school events and determine methods to increase involvement. Further, the Inquiry Team will work to align the school's curriculum to the Instructional Shifts inherent in the Common Core State Standards.

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.

The English Language Learner (ELL) Identification Process includes 4 steps:

- (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language (conducted in the parent’s preferred language of communication).
- (2) Determination of eligibility to take the New York State Identification Test for English Language Learners - Students new to NY
- (3) the administration of the NYSITELL1,
- (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. The persons responsible are the 3 ENL Teachers, - Ms. Randazzo, Ms. CHan and Ms. Huertas.

When parents enroll their child in a school, the school determines the enrollment status category to which the student belongs.

1 Enrolling as a new student to New York City and was never in a New York City or New York State public school Students who have never been to any NYC or NYS public school must complete the entire ELL Identification Process outlined in this document by beginning with the determination of the home language.

2 Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years) Schools are required to obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school (see page 18). Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

3 Enrolling as a former New York City or New York State public school student Students who are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the entire ELL Identification Process outlined in this document by beginning with the determination of the home language. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

The ELL Identification:

The following 4 steps and placement into the ELL program chosen by the parent are completed within 10 school days (20 school days for students entering with IEPs).

Step 1: Administer the Home Language Identification Survey

The school administers the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures. The HLIS is administered with the assistance of a trained pedagogue (one of the three ENL Teachers on staff). The home language is determined based on the results of the HLIS, which includes an informal interview with both the parent and student in English and the home language conducted by a pedagogue.

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).

SIFE students are identified through the following process:

1. We administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS)

This procedure is completed within the 30 days.

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).

NYSITELL eligibility for students entering the school with an IEP (from within the United States) is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her

designee)

- The student's parent or guardian
- A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years.

The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

- The result of HLIS intake interview
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language if applicable
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

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 the NYSITELL is administered, the ELL Coordinator, Ms. Randazzo, prepares and distributes entitlement and non-entitlement letters to the parents in the preferred language of the parents. They are sent home via backpack with 5 days.

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).

The school distributes Entitlement letters as outlined in Question 4. The entitlement letters inform parents that they have the right to appeal ELL status within 45 days of enrollment at the school and are provided with contact information to initiate the process.

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.

To inform parents of the three program options offered in NYC, the school provides parents of newly enrolled ELLs with a parent orientation meeting. The orientation is conducted by the school's ENL teachers, Lucille Randazzo, Leonarda Huertas, and Mei Chan. They are responsible for ensuring parents understand the program options. Parents have the opportunity to view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded using attendance sheets and are kept on file. During the orientation, the school also provides information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation must be in a language or mode of communication that the parent or guardian best understands. The school will contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff. Current staff members speak Chinese, Spanish, Bengali and Urdu).

If the parent survey is not returned, the default placement is a bilingual program. This is explained in the parent Survey letter sent home to parents.

If a parent selects a TBE/DL program that is not available, their choice is kept on file. If/when the program does become available, we notify the parent in writing that the option is available. If the parent does not respond, we call the parents to ensure that they are informed.

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.
- Every effort is made to collect the Parent Survey and Program Selection Forms within 5 days of the orientation. Staff members are available at the orientation to respond to any questions parents may have about the program choices so that parents may make an informed decision. Within the 5 day period after the orientation, the school reaches out to parents daily, through written communication sent home via backpack as well as through phone calls to the parents. Copies of written communication are kept on file at the school. A log of telephone outreach is kept on file at the school as well.
- The school maintains a database of parent program choice to determine if the programs offered at the school aligned to the needs of the parents. The ENL teachers (Ms. Randazzo, Ms. Huertas and Ms. Chan) and the Principal review the data and evaluate alignment after Fall NYSITELL administration.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- At the end of each day following the parent orientation, the ELL Coordinator, Ms. Randazzo, assesses the rate of return of the forms and determines if additional outreach is needed. If forms have not been returned, a copy is sent home via backpack and a staff member calls the parent.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ENL Coordinator prepares the placement letters for distribution via backpack. Copies are maintained on file at the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Home Language Information Survey is maintained in students cumulative record card
 Parent Survey and Program Selection form is maintained in student cumulative record card
 Entitlement, Continued Entitlement and Non Entitlement Letters are maintained on file at the school (Room 311)
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.
- Prior to the administration date, the RLER report is run on ATS. Students are administered each section of the NYSESLAT based on the report. In addition, the school's Test Coordinator works with the ESL teacher to ensure all sections of the NYSESLAT have been administered to all entitled students. Based on the RLER, students are tested each day. At the end of each day's testing, the ELL Coordinator and the Test Coordinator cross check the RLER with test booklets and answer sheets to ensure each child was assessed. In addition, make up testing is scheduled for any student absent for a part of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The ENL Coordinator prepares the continued entitlement and transitional support parent notification letters for distribution via backpack. Copies are maintained on file at the school. Letters are distributed in parents preferred language as well as English.
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).
- The school monitors the trend in parent choice by recording the choice of each parent in a database file. The trend in parent choice is used to determine future program offerings. A review of Parent Survey Selection forms for the past three years indicate a 97.6 % preference for ESL, therefore the program offerings at the school are in alignment with the trend in parent choice.

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.

The school's licensed ESL teachers provides instruction to English Language Learners through a Freestanding ENL program. All eligible students in grades K-8 participate, with students programmed for ENL classes as mandated by CR- Part 154 (determined by the NYSITELL or NYSESLAT scores). Students are provided with Integrated Co Teaching and Stand Alone services as required. Students are heterogeneously grouped (mixed proficiency levels) for Integrated services and homogeneously grouped for Stand Alone services.
 - b. TBE program. *If applicable.*

not applicable
 - c. DL program. *If applicable.*

not applicable
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)?

ENL services are provided by Ms. Randazzo, Ms Chan, and Ms. Huertas, the ESL teachers. Students scoring at the Entering or Emerging levels receive 360 minutes of ESL instruction weekly, while those students scoring at the Transitional and Expanding level receive 180 minutes of ESL instruction weekly. Students scoring at the Commanding Level receive 90 minutes of instruction weekly. Instructional minutes are provided as per CR Part 154 mandates. The ESL program is aligned with, and supports, the comprehensive core curriculum in both literacy and mathematics. Most classroom teachers have had required training in ESL methodologies and prepare content area lessons with these strategies in mind. Those that have not had the required training are in the process of being trained by the school's ESL Teachers.
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.

ESL Instruction is content-based and aligned to the Common Core State Standards. All teachers, including the ESL teachers, are implementing CCLS aligned literacy programs across all grade levels. Through Integrated/Stand Alone instruction, students engage in close reading and respond to text-based questions on a daily basis. We place an emphasis on ensuring students regularly engage in thought provoking conversations based on shared texts, allowing our ELLs to develop speaking and listening skills along side reading and writing skills. All classrooms are stocked with grade-appropriate reading materials for use in literacy activities as well as the integration of curriculum areas into literacy. Our teachers provide ELL students with scaffolds to support their developing language skills in order to make content comprehensible and enrich language instruction.

The ESL program implements "On Our Way to English" and is supplemented by Pacific Learning's "New Heights" program. New Heights is an audio-assisted reading program that provides students who are struggling readers with an opportunity to practice reading the same text, with audio support, as many times as required to reach fluency. The program is research-based, and studies indicate that when second-language learners are given the opportunity to re-read books with audiotapes, they show substantial growth in their ability to read increasingly difficult books both fluently and accurately. ELL students also use Imagine Learning English. The program incorporates adaptive assessments to provide differentiated instruction to each student—it acts as a one-on-one instructor. The program provides strategic first-language support to instruct students in performing activities and understanding language concepts. Each concept is scaffolded with engaging repetition. In order to ensure students' academic success, Imagine Learning English teaches academic vocabulary and content area reading targeted to help students understand concepts in every curriculum area. Students are assessed regularly, including pre and post tests, through the integrated program assessment materials. The program also provides native language support.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In the ENL program we assist our beginner ELLs that are new entrants to our school from another country by using informal assessments conducted by our teachers that speak the student language. This helps us by tapping into what the student knows so that we can build on the skills they have.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The school makes use of a data-driven approach to improving student performance, using item skills analyses, portfolio assessments, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. All teachers, including the ELL teacher, maintain Assessment Binders, a central location for all types of assessment data. Ongoing assessments are both formal and informal. For students in grades 3-8, item skills analyses generated from Periodic Assessments help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. .

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
- a. The instructional plan for SIFE students is as follows: SIFE students will receive intensive literacy instruction using a research based program such as Orton Gillingham. SIFE students will participate in ESL classes, with instruction differentiated by content, process and product, to meet individual student needs.
- b. Students just arriving into an English Speaking School System are supported in a variety of ways. “Newcomers” are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks. In addition, instruction is scaffolded, as these students require support in order to access the curriculum and meet the New York State Common Core Learning Standards. Scaffolding techniques such as Modeling, Bridging, and Schema Building are incorporated into daily lessons to support ELL students.
- c. In addition to the mandated ESL instruction, ELLs with 4-6 years of service are supported at the school. These students are given AIS services in Literacy, Math, Science and/or Social Studies as needed. We also recommend that they attend after school programs, specifically the school's Title III program. Further, the students are tracked regularly at our Academic Intervention Services meetings.
- d. Long Term ELLs (students in an ESL Program for more than six years) are provided similar services as the ELLs with 4-6 years. Further, if adequate progress is not made, students are examined on an individual basis by the AIS Team in an attempt to determine if a referral for a special education evaluation is necessary
- e. Students achieving the Commanding level in English based on the NYSESLAT are placed in a transitional program for two years. These children continue to be provided with support and services to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independent of support, it is removed. Activities designed to support transitional students are:
- After School Program, offering academic support in reading and math.
 - Academic Intervention Services during the school day.
- Services offered to transitional students are monitored by the Academic Intervention Team and are individualized based on each student’s need. Students are removed from the transitional program when they perform at or above Level 3 on City and State Standardized Assessments. Transitional students also receive test modifications such as extended time and use of glossaries for up to two years after they are no longer entitled. .
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.
- Between 6 and 12 months (from the date of the superintendent’s notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services. to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school calendar days.
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 ELL-SWD students have access to the same common core aligned curriculum, recommended by New York City, (ReadyGen for grades K-2 Literacy, Expeditionary Learning for grades 3-8 Literacy GoMath for grades K-5 Math and CMP3 Math for grades 6-8) as their peers. The programs include specific supports for ELLs and SWD and teachers differentiate lessons to meet the needs of all students and ensure they are making progress towards the standards. In addition the programs place an emphasis on developing vocabulary through a variety of strategies.

Our SWD ELLs are provided with their IEP mandated services. The Principal and the IEP coordinator ensure all mandated services are received. ESL Services are provided to all ELL SWD's in accordance with their IEPs and Part 154 mandates. In addition, for students that require bilingual settings that are not available, alternate placement paraprofessionals have been assigned and support the language needs of those students.

Our ELL SWD's also make use of technology to support their needs. Each student has access to Imagine English, a technology based program that develops listening speaking reading and writing skills through a systematic approach that also includes native language support.

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?

Our ELL~SWD students enjoy a flexible schedule designed to meet their individual needs and provide the least restrictive environment. Students are evaluated by the School Assessment Team to determine individual needs and placed in appropriate programs. We seek to place children in the Least restrictive environment and currently have ICT classes on each grade from grades K-3. We also provide SETSS services through a Push In model, either one period a day or two, for students that need more intensive support. Some students also work with classroom Paraprofessionals as well. All ELL~SWD have access to the same curriculum as other students in the school, with instruction differentiated to meet the needs of each students.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	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(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. 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.

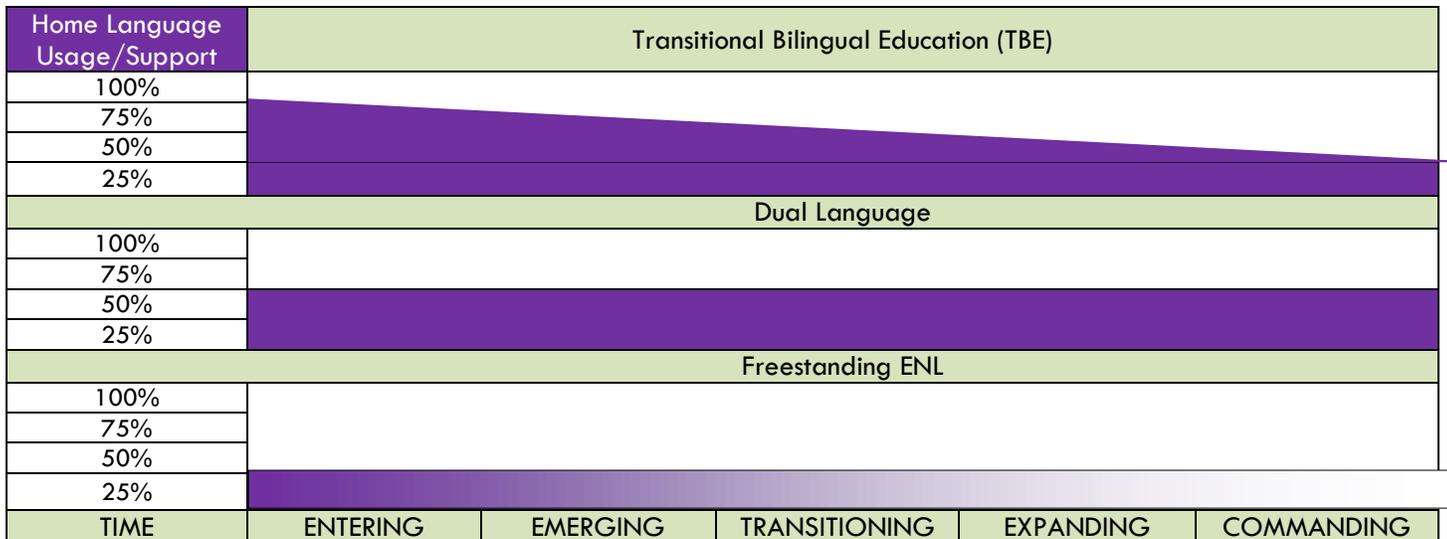


*Note: “other approved services” does not apply to New York City at this time.

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. Targeted Intervention services are provided to all students, including ELLs, by AIS Literacy, AIS Math, At Risk and content area teachers. These teachers work with small groups of students to develop literacy and math skills using assessment data to determine individual needs. Analysis of NYS ELA and Math data show that ELL students are significantly behind their English speaking peers in ELA and performing below their English speaking peers in Math. (See data section) Targeted Intervention services in Science and Social Studies are provided by content area teachers to small groups of ELL students that require additional support. For students that benefit from native language support, materials are available.
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 current program is evaluated through close analysis of data. We examine NYS ELA and Math, NYSESLAT as well as curriculum embedded data to determine if ELLs are making progress toward proficiency. Data is evaluated monthly by the Principal, the Data Specialist as well as classroom teachers. We also evaluate progress in Science and Social Studies through examination of curriculum embedded assessments. All classroom teachers know who their ELL students are (ESL Teachers provide them with this information when the school year begins and as new students arrive) and understand that they are teachers of ELLs. They provide ELLs with supports and scaffold to the students as needed.
12. What new programs or improvements will be considered for the upcoming school year?
With the changes in the NYSESLAT, students are expected to listen to complex texts that are lengthy and demonstrate comprehension of when they heard. This is a new expectation for our students. Therefore we will improve instruction by providing students with additional opportunities to listen to complex texts.
13. What programs/services for ELLs will be discontinued and why?
We do not plan on discontinuing any programs or services for our ELLs
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. Students are heterogeneously mixed across all grade levels. The school follows New York City's core curriculum for all students, including ELL's. We currently have a partnership with MOMA (Arts Education). ELL students participate in this programs. Further, all ELLs in grades K-8 are offered an after school program through Title III. The goal of the Title III program is to improve the literacy and math skills of our ELL students. Parents are notified of these opportunities, with written notices translated into high incidence languages. Identified staff members (see section 1) also call parents. ELL students are a part of our regular school population, therefore they are represented in all school programs.
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 use ReadyGen for literacy in grades K-2 and Expeditionary Learning for grades 3-8. The programs embed strategies to support ELLs. We also use GoMath for grades K-8, which includes an extensive technology component, allowing teachers to present content visually as well as verbally. Science and social studies are taught through the NYC DOE Core Curriculum, FOSS and Glencoe Science and Social Studies.

ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. ELLs also have access to a wide array of technological tools, including laptop computers and SmartBoards. Students use iPads to access instructional resources.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in a variety of ways. Our computer-based instructional program, Imagine Learning English, has built in support for a variety of native languages. We provide glossaries to our students in their native languages so that they can more easily develop their academic knowledge. Finally we translate when necessary or pair students with someone who speaks their language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services support and resources correspond to ELLs age and grade levels. Materials selected are age and grade appropriate. Students are serviced according to Part 154 Mandates, with no more than 2 contiguous grades grouped for instructional purposes.
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).

We provide parents of ELLs with information about community resources available for both their children and themselves. We encourage parents to avail themselves of these resources. The school schedules orientation sessions each September for Pre-Kindergarten and Kindergarten students. Our parent coordinator is instrumental in ensuring parents are informed of available resources. In addition, we have developed a bilingual (Spanish) lending library. Ms. Huertas and Ms. Figueroa coordinate that effort.

19. What language electives are offered to ELLs?

Students are offered Spanish as a language elective.

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)?

Paste response to question here:

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.)
Professional development, for the ESL Teachers as well as all classroom teachers, continues to be a focus for the school. School leaders have developed a professional development plan for the ESL teachers that include extensive PD on the school's Literacy programs, ReadyGen and Expeditionary Learning. Ms. Randazzo has also completed QTEL Professional Development, including Building the Base and Building the Base 2, and regularly implements its theories at the school. We will seek out Professional Development opportunities offered through OELL that focus on supporting ELLs with Common Core Learning Standards.
2. ALL staff members (common branch teachers, subject area teachers, paraprofessionals, guidance, special education teachers, psychologist, occupational therapist, physical therapist, speech teachers, secretaries and the parent coordinator) regularly participate in ELL training throughout the school year. Training opportunities include weekly academy meetings Election Day and Brooklyn Day. Topics will include Scaffolding for ELLs, Sheltered Instruction, Assessment for ELLs, and Math For ALL
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?
2. ALL staff members (common branch teachers, subject area teachers, paraprofessionals, guidance, special education teachers, psychologist, occupational therapist, physical therapist, speech teachers, secretaries and the parent coordinator) regularly participate in ELL training throughout the school year. Training opportunities include weekly academy meetings Election Day and Brooklyn Day. Topics will include Scaffolding for ELLs, Sheltered Instruction, Assessment for ELLs, and Math For ALL.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. We support our staff in assisting ELLs as they transition from one school level to another in the following way: Teachers of grades 5 and 8 attend professional development on the Common Core Standards for all content areas for middle school and high school. They expose students to the skills they will be expected to learn in middle school and high school. The school also hosts a High School Information Night
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.

We provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Teachers engage in Professional Development every Monday throughout the school year. Professional Development is aligned to the instructional vision of the school, determined by the Instructional Team each year after an extensive data analysis. The ENL Coordinator is a member of the instructional team and helps design PD that ensures teachers are participating in activities designed to improve ELL instruction at the school.

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?

We individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

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.

Each ENL Teacher maintains a log of parent outreach. In order to accommodate parents, outreach methods include meetings in person, telephone conferences or written communication

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer a series of supportive and informative workshops. These workshops are planned based on the needs of parents and are designed to assist parents and enable them to be effective partners at home. We distribute interest surveys at the start of each school year and use that information to plan activities. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. We have also set up a Lending Library, with materials in various languages, to serve as a resource for parents. We make use of the Translation Unit for translation services as well. In addition, several staff members assist in translating for parents - Ms. Chan (Chinese), Mr. Soto (Spanish), Ms. Chowdhury (Bengali and Urdu), Ms. Giugliano (Italian).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. Some partner agencies are Heartshare, Sandwiches for the Homeless and Penny Harvest.

5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents in several ways. Our parent Coordinator is in direct contact with many families and assists us in determining the needs of our ELL families. In addition, translation services as noted above are available. In addition, Parents are surveyed at the beginning of the year to determine interests.

6. How do your parental involvement activities address the needs of the parents?

As a result of our outreach efforts such as surveys to determine needs, our parent involvement activities are designed around the needs of all parents, including the parents of ELLs. Parents of ELL students have indicated a desire to develop their English proficiency skills, as well as understand effective ways to assist their children. We are currently offering ENL instruction 2 times a week to parents. The parent coordinator serves as a liaison between the parents and the school and works to ensure parent concerns are addressed. Translation services are available through staff members or the translation unit.

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: PS 121 Nelson A Rockefeller

School DBN: 21K121

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)
Anthony Mungoli	Principal		
Lisa Giuliano	Assistant Principal		
Celia Magrone	Parent Coordinator		
Lucille Randazzo	ENL/Bilingual Teacher		
Christine Schneider	Parent		
Mei Chan	Teacher/Subject Area		
Leonarda Huertas	Teacher/Subject Area		
Carolyn Cottrell	Coach		
	Coach		
Kelly Femiano	School Counselor		
Isabel DiMola	Superintendent		
Joanne Benoit	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 21K121 School Name: Nelson Rockefeller
Superintendent: Isabel DiMola

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 Parent Coordinator and the ESL Coordinator work together with the Pupil Accounting Secretary to determine the languages represented at our school. We look at a variety of ATS reports, including HLIS, a report that indicates the OTELE codes of children in the school. We also look at the preferred communication languages parents indicated on the Blue Emergency cards (and subsequently entered into ATS).

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.

For both written and oral communication, parents have expressed the following preferences

- English
- Spanish
- Urdu
- Bengali
- Arabic
- Russian

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.)

The following documents will be translated

- monthly newsletters
- monthly calendars
- PTA meeting notices monthly
- Parent Leacher Conferences 4 times a year
- Parent workshop on Testing in the Spring
- After School Program information in the Fall

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.

Parent teacher Conferences - 4 times a year
PTA Meetings - monthly
Multicultural Night - Fall, date TBD
High School Information Night - Fall
Sports Night - Spring date TBD
Regularly scheduled parent workshops - anticipated to be monthly
Attendance Teacher outreach as needed
Guidance Counselor outreach as needed

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.

Oral translation services include:

*Spanish Provided by our Teachers, Mr. Soto, Mrs. Figueroa, and Ms. Huertas, and our

Paraprofessional, Mrs. Puello.

*Urdu and Bengali -Provided by our Paraprofessional, Mrs. Chowdhury

Chinese -Provided by Ms. Chan, Teacher

We provide oral translation services at PTA meetings, Parent Teacher Conferences and other events of importance to parents.

Written translation services are provided by the above identified staff members . Russian and Arabic translation is provided by the Translation and Interpretation Unit. We plan ahead and submit translation requests in a timely manner to the T&I Unit (or to vendor for languages the Unit does not cover) to ensure translations are distributed at the same time as English documents.

We also utilize the many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and

Interpretation Unit's intranet site:

http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

We maintain a roster of bilingual staff who can be called upon to interpret.

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.

Oral translation services include:

*Spanish Provided by our Teachers, Mr. Soto, Mrs. Figueroa, and Ms. Huertas, and our Paraprofessional, Mrs. Puello.

*Urdu and Bengali -Provided by our Paraprofessional, Mrs. Chowdhury

Chinese -Provided by Ms. Chan, Teacher

We provide oral translation services at PTA meetings, Parent Teacher Conferences and other events of importance to parents.

Written translation services are provided by the above identified staff members . Russian and Arabic translation is provided by the Translation and Interpretation Unit.

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.)

At the start of the school year, the Parent Coordinator and the ENL Teacher work together with classroom teachers to inform teachers of the preferred language of communication for the parents of their students. At the first faculty conference in the fall, staff members are made aware of how to use translation services and over the phone interpretation services in a variety of ways including:
Translation and Interpretation brochure
identification of staff members that can translate different languages as well as availability

We also ensure all teachers and staff receive a copy of the “I Speak...” card which includes the phone number for over-the-phone interpretation.

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

We will fulfill Section VII of Chancellor’s Regulations A-663 in the following ways:

- At the beginning of each school year and as part of the admission process for new arrivals, the school will determine the oral and written language preferences for the parent or guardian of each student in the school and determine the language needs of the school population.
- The school will provide the parent of each student in the school written notification of their rights regarding translation and interpretation services, and instructions on how to obtain those services. This notices is available in 9 covered languages and is provided by the Department of Education.
- The school will post in a conspicuous location near the primary entrance a sign in each of the covered languages indicating where a copy of the written notification can be obtained
- The school safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching the school’s administrative offices solely due to language barriers
- Parents will be notified of the Department’s website where information in each covered language concerning the rights of parents to translation and interpretation services and how to access such services

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)

The school will develop a parent survey to determine of the needs of the parents are being met. The survey will be distributed twice a year, with adjustments to services being made as needed.