

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	21K128
School Name:	P.S. 128 BENSONHURST
Principal:	JESSICA DRZEWUCKI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bensonhurst School School Number (DBN): 21K128
Grades Served: Kindergarten through Fifth Grade
School Address: 2075 84th street Brooklyn, NY 11204
Phone Number: 718-373-5900 Fax: 718-266-6245
School Contact Person: Jacqueline Tierno Email Address: jtierno@schools.nyc.gov
Principal: Jessica Drzewucki
UFT Chapter Leader: Shannon Anwander
Parents' Association President: Huiling Chan
SLT Chairperson: Jacqueline Tierno
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 21 Superintendent: Ms. Isabel DiMola
Superintendent's Office Address: 1401 Emmons Ave, 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 St. Brooklyn, NY 11209
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: 718-759-4862 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jessica Drzewucki	*Principal or Designee	
Catherine Downey	*UFT Chapter Leader or Designee	
Huiling Chan	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jacqueline Tierno	Member/ Teacher	
Nicole Anastasio	Member/ Teacher	
Tara Shine	Member/ Teacher	
Yerika Alas	Member/ Parent	
Fifi Redzematovic	Member/Parent	
Dyana Duncan	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melissa Katz	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.

1. P.S.128 The Bensonhurst School is a K-5th grade elementary school located in the Bensonhurst section of Brooklyn. In addition to top of the line academic programming and support, we offer children experiences in the arts, nutritional and physical education programs, after school enrichment, a renovated auditorium, and a state of the art school yard to ensure development of the whole child. Over the past two years, we have partnered with Mighty Milers, Studio in a School, LeAp, and several other cultural arts organizations to bring enrichment programming to the school. We utilize multimedia and technological programs such as Ticket to Read, Think Through Math, and Mathletics to enhance children's academic success and the home to school connection. In 2015-2016, we will partner with Teacher's College to bring writing to the forefront of our academic program.

We are a welcoming community where staff, parents, and students work together to ensure that our children are happy, successful citizens who are ready to meet the challenges of the 21st century. We share Books of the Month with our children and families, run a student government and a Green Team, and provide multiple whole family enrichment activities throughout the school year. In 2015-2016, we will partner with The Leader in Me in order to further build leadership skills, confidence, and self-esteem in our children.

Our Mission Statement:

At P.S.128, we recognize the unique talents and aspirations of each child, and we are committed to helping our children become productive, compassionate, innovative, knowledgeable, self-sufficient learners and citizens. We cultivate creativity and independency within each child through forging a safe and nurturing community that inspires each scholar to strive for excellence. We encourage students to courageously take risks, to face challenges with integrity, and to always dream big.

2. Over 35% of the children we serve are English Language Learners, and a great many more are former English Language Learners. The vast majority of our children come from homes where English is not the primary spoken language, and many of our students were born in other countries. P.S.128 is unique in that we do not have one primary second language within the school, but many, including Russian, Chinese, Uzbek, Arabic, Urdu, Punjabi, Polish, Japanese, and Georgian. The children need, therefore, a great deal of support in acquiring new language skills while keeping up with new learning, with acclimating to what is, in many instances, a new culture for them, and with making friends with children who may seem very different than themselves.

3. This year, we made gains in creating a supportive environment, as evidenced by our beginning and end of year student surveys. This year, we will continue to work on this goal through our partnership with The Leader in Me. We have also made gains in providing rigorous instruction (measured by MosL results) and effective school leadership (measured by MoTP results), but both of these are areas of focus for 2015-2016 as well. The element of the Capacity Framework in which we scored the lowest was Family and Community Ties. This was largely due to the survey questions asking parents how often they visited or volunteered in the school - they responded very positively on the questions asking if they were invited into the school and feel welcomed into the school, but they still don't actually show up to a lot of school events. We are working to rectify this this year.

21K128 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	428	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	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		80.2%	% Attendance Rate	94.8%
% Free Lunch		77.3%	% Reduced Lunch	7.8%
% Limited English Proficient		32.9%	% Students with Disabilities	15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	1.2%
% Hispanic or Latino		20.2%	% Asian or Native Hawaiian/Pacific Islander	29.0%
% White		48.5%	% Multi-Racial	1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.27	# of Assistant Principals (2014-15)	1
# 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)		0.3%	Average Teacher Absences (2013-14)	7.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		25.4%	Mathematics Performance at levels 3 & 4	41.5%
Science Performance at levels 3 & 4 (4th Grade)		83.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			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	NO
White		NO	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	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.

The 2014-2015 CEP Goal #1 asked that 70% of students earn 20 or more rubric points on the NYC Performance Assessment in argument writing. This goal was not met – 35% of students earned 20 or more points. This fact, coupled with the ELA state exam trends and classroom writing mastery data, led us to develop this goal. Initial data from beginning of year TC on demand pieces show that our students struggle most in structure and development, so these will be the foci of our goal.

We have strong staff buy-in to improving student writing, as evidenced by two years of sustained collaborative inquiry around argument writing. The need, however, is to focus more closely on the writing process, and on teachers becoming master model writers, in order to grow children’s proficiency in narrative, argument, and informational writing.

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, at least 60% of all students in Kindergarten through 5th grade will score at least five overall rubric points between Structure and Development on the Teachers College writing rubrics for two of three end of year on demand writing pieces (narrative, informative, argument).

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) <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>Partnership with Teachers College – principal will attend three leadership calendar days, and classroom teachers will attend four calendar days.</p>	<p>Teachers of grades K-5</p>	<p>September-June</p>	<p>Principal</p>
<p>ELL mandated services will support English Language Learners in the acquisition of writing skills.</p>	<p>Grades K-5 ELL students</p>	<p>September - June</p>	<p>2 ELL Teachers</p>
<p>Grade level teacher push-in periods will be scheduled to provide for additional AIS services.</p>	<p>Grades K-5 students</p>	<p>September-June</p>	<p>Classroom Teachers</p>
<p>Administration and delegated teachers will provide PD on Monday afternoons to support Literacy content.</p>	<p>Teachers of grades K-5</p>	<p>September-June</p>	<p>Teachers/Administrators</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>										
<p>Staffing decisions will provide for intervention services. Scheduling decisions will provide for additional AIS services. Four days of per diem will be allocated per classroom teacher to attend TC’s calendar days. Title III funds will be used to fund an after school targeted program.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>X</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p>Students data from narrative, informational, and argument writing pieces will be gathered. By February 2016, 30 % of all students in Kindergarten through 5th grade will have met the goal of five overall rubric points between Structure and Development on 2/3 of completed pieces.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

A school-wide survey was conducted at the end of the 2014-2015 school year, asking students questions about their safety and support at P.S. 128. The results indicated that 88% felt safe and supported.

While this is certainly a positive outcome, we strive to ensure the feeling of safety and support for all students. We also seek to add a leadership component to this goal, and to see this goal realized day to day in the classroom. While children, for the most part, feel safe and supported, we also want them to feel confident and empowered.

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, 90% of all classrooms at P.S.128 will demonstrate environments of safety and support, in which children are given the opportunity to grow and show leadership skills. This will be demonstrated by an overall effective average of 2a, 2d, and 3c on the Danielson Rubric for classroom observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of 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>The Leader in me Program will be implemented for the entire school.</p>	<p>K-5 students and all staff</p>	<p>August-June</p>	<p>Students and Staff</p>

Lunchtime peer cooperation activities, such as games and puzzles, will be implemented.	K-5 students	September-June	Teachers and Staff
Student government, with representatives from across the grades, will give students voice.	1-5 students	October-June	Teachers
Anti-bullying and citizenship programming will be provided through outside presentations and school-led initiatives.	K-5 students	September-June	Teachers and Administration

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.											
Per session will be paid to staff members for taking part in a two day summer Leader in Me curriculum-building session, and additional modular trainings will take place throughout the year. Additional staff members will be assigned to the lunch room in order that programs run smoothly. Funds will support anti-bullying and citizenship workshops and programs. Funds will support arts and cultural residencies and trips across the grades.											
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		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.
By February 2016, at least at least 60% of classrooms will be meeting the 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.

Last year’s goal of 100% of teachers taking part in collaborative inquiry was met, but the accompanying student achievement goal as a result of this collaboration was not met. Our students still struggle with argument writing, as evidenced by classroom data, NYC Performance Task data, and NYS Exam data.

Although most students showed growth in argument writing this year, many with significant growth from low 1 to high 2, many of our children are still not reaching mastery level (35% reached mastery level according to our last interim NYC Performance Task). Our priority is to better leverage our collaboration through inquiry to help students meet mastery in argument writing.

Since we are already focusing on writing throughout the year, we will target our students whose state ELA exam scores showed that they were close to mastery but not quite there (2.4-2.9).

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.

From September 2015 to June 2016, at least 60% of targeted students (2.4-2.9 on the 2015 state ELA exam) will show at least 20% growth on the TC writing assessment focus of our collaborative inquiry program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will participate in Inquiry Teamwork, focused on Literacy, every other week during the Monday PD block.</p>	<p>Grade K-5 Teachers</p>	<p>November-June</p>	<p>Inquiry Leads/Administration</p>
<p>Per-session Inquiry Leads will guide the literacy work.</p>	<p>3 teachers</p>	<p>September-June</p>	<p>Principal</p>
<p>A new partnership with Teachers College will grow teachers' effectiveness in the teaching of writing</p>	<p>Grade K-5 teachers</p>	<p>September-June</p>	<p>Administration</p>
<p>A targeted ELL after school program will boost student skills.</p>	<p>Grade 2 ELL students</p>	<p>February-May</p>	<p>ELL teachers</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>											
<p>Monday PD time will be used for teachers' collaborative inquiry. Per session will be paid to three inquiry leads who will set the calendar and guide the work. Four days of per diem will be allocated per classroom teacher to attend TC's calendar days. Title III funds will be used to fund an after school targeted program.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, at least 60% of targeted students will show at least 10% growth on the focus assessment.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

As evidenced by our student achievement levels, as well as Advance MoTP results, many of our teachers are still growing as masters of pedagogy. As of June 2015, 68% of all components of teacher observation fell within the categories of Effective and Highly Effective, and we strive to raise this number.

Although almost all of our teachers fall into the overall Effective part of the scale, certain areas of the Danielson rubric are weak across the building and need more professional development, coaching, and peer/administrative intervention.

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, 80% of all components of teacher observations will fall within the categories of Effective and Highly Effective.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A new partnership with Teachers College will strengthen teachers' ability to effectively teach writing.	Grade K-5 teachers	September-June	Administration
Required end of year student shows and guidance therein will grow teachers toward better implementing project-based learning.	Grade K-5 teachers	September-June	Principal
A Friday Focus newsletter is written weekly by the principal, providing operational and pedagogical guidance, professional articles, and community building features.	All Staff	September-June	Principal
A staff feedback box and sheets are provided in the main office at the end of each week through which teachers can express thoughts and concerns on an anonymous basis.	All Staff	September-June	Principal

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.											
The principal and assistant principal will dedicate several hours each week to observing, coaching, and meeting with teachers across performance levels, focusing on those who need additional assistance. Monday PD time will be used for teacher research, team work, and turnkey. Four days of per diem will be allocated per classroom teacher to attend TC's calendar days. Outside PD sessions, targeting areas of need, will be sought and scheduled for teachers.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, 72% of all components of teacher observations will fall within the categories of Effective and Highly Effective.

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.

Although our aggregate Learning Survey results show positive parent perception of the school, our parent attendance at school-sponsored workshops, information sessions, PTA meetings, and parent engagement activities remains low, as does our written response rate on school and PTA generated surveys and questionnaires. We have attempted to mitigate this problem with translation services, as many of our parents speak languages other than English, and with a variety of available activities, but attendance still remains low.

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, average parent attendance at events will grow by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A variety of academic, cultural, and family support workshops and information sessions will be offered.</p>	<p>Parents</p>	<p>September-June</p>	<p>Parent Coordinator</p>

A teacher-led, parent math program will be held to help parents learn Common Core math and how to help their children.	Parents	December-February	RTI Math Teacher/SLT
Multiple student performances and open classroom activities will be offered in order to welcome parents and let them see what their children are learning.	Parents	September-June	Teachers and Administration
Multiple methods of outreach, including email blasts, school website, Remind text messaging, translated written communication, and Blackboard phone calls will be used to make parents aware and feel welcomed.	Parents	September-June	All Staff

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.											
Funds will be leveraged to bring family engagement activities and performances to the school. Title 1 parent involvement money will renew the Blackboard subscription so that parents receive reminder phone calls, will provide for a math program, and will provide other supports such as a lending library to help parents become more engaged. The Parent Coordinator will work on minimum twice monthly parent workshops/information sessions and the advertising of these events.											
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		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, average parent attendance will grow by 5%.
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)	Identification of students is based on analysis of classroom assessment data and teacher recommendations.	*Six week cycles *Research based *Students grouped and program used (Foundations, Intervention by Design, Wilson, etc.) determined by student need	*Small group *One to one	Service is provided during the school day
Mathematics	Identification of students is based on analysis of classroom assessment data and teacher recommendations.	*Six week cycles *Focused on skill acquisition	*Small group (no more than ten) *One to one	Service is provided during the school day
Science	Identification of students is based on analysis of classroom assessment data and teacher recommendations.	Infused into ELA AIS	*Small group *One to one	Service is provided during the school day
Social Studies	Identification of students is based on analysis of classroom assessment data and teacher recommendations.	Infused into ELA AIS	*Small group *One to one	Service is provided during the school day
At-risk services (e.g. provided by the Guidance Counselor,	Identification of students is based on teacher and/or parent	*Students are guided to understand their current needs	*Small group *One to one	Service is provided during the school day

<i>School Psychologist, Social Worker, etc.)</i>	recommendation, followed by observation by the provider.	*Social/emotional support provided through weekly meetings *At-risk health services provided on a case-by-case basis		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The principal works with the borough support center's Human Resource specialist to recruit highly qualified candidates. Once hired, our collaborative team of administrators and teachers works closely to transition new staff to our school. Required mentoring, as well as additional coaching services, are provided in-house. P.S. 128 strives to remain a highly collaborative and caring environment.</p> <p>The principal, the assistant principal, the data specialist, lead teachers, and outside specialists (as needed) will provide on-going high quality professional development aligned with Common Core State Standards. Ongoing training will be provided to all teachers. Funding permitted, professional books will be purchased and made available as resource materials. Teachers will be empowered to write their own individual professional growth goals and actively participate in their own learning through the use of ARIS Learn, and through collaboration within the school building. Teacher teams will be supported and encouraged as they plan, create curriculum, and study strategies of questioning and discussion methods through inquiry. Teachers will be supported to lead professional development sessions in their areas of expertise and in areas in which they wish to grow.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Collaboration with Teachers College will enable faculty to more effectively teach writing. • Funds will be used to provide on-site professional development as well as substitutes for teachers to attend off-site professional development. • Professional development will be given on the eight evaluated Danielson components of effective teaching, as well as on particular areas of P.S.128 focus such as writing, social studies pedagogy, strategies to use with ELLs, and co-teaching. • Per diem substitute money will be used for grade-specific and vertical planning days to work on curriculum development. • "Lunch and Learns," will be utilized for professional development.

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.).

- Aligned curriculum with early grades supports, including the Kindervention program
- Review of all preschool records for incoming kindergartners
- Support for Turning 5 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.

Teachers participate in decisions around the use and selection of multiple assessment measures through serving on the MoSL committee, serving on the Monday PD team, participating in teacher-led inquiry teams, and leading peer workshops to turnkey curricular and assessment information gathered from outside PD sessions and created internally. Grade team leaders work together to make decisions around assessment calendars and professional development needs, and serve as liaison learners in partnership with our external support systems.

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	298,003.00	X	Section 5a/b/c/d/e
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,348.00	X	Section 5a/c/d
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,644,300.00	X	Section 5b/c/d/e

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.

P.S 128 School Parental Involvement Policy

2015-2016

I. General Expectations

PS 128 agrees to implement the following statutory requirements:

1. The school will plan programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities, and procedures will be planned and carried out with meaningful consultation with parents of all children as we are a SWP Title I school.
2. The school will ensure that the required school-level Parental Involvement Policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA.
3. The school will incorporate this Parental Involvement Policy into its School Improvement Plan.
4. In carrying out the Title I Part A parental involvement requirements, to the extent feasible, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Parents will be provided with information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats, upon request, in a language parents understand.
5. The parents of children served in SWP Title I Part A programs, will be involved in decision-making about how the 1% of Title I Part A funds, reserved for parental involvement, is spent.
6. The school will use the following definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including that:

- Parents play an integral role in assisting their child's learning.
 - Parents are encouraged to be actively involved in their child's education at school.
 - Parents are full partners in their child's education.
 - Parents are included in decision-making and on advisory committees and the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - At PS 128 the Title I annual parent meeting will be held in October at the first PTA meeting
7. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components.

1. PS 128 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - An annual introductory meeting for all parents to meet the parent coordinator, family assistants, and support personnel.
 - Contact information will be provided so that all parents can avail themselves at anytime by cell phone of the services of the parent coordinator.

- Translated notices, together with an outreach program, will engage parents in their children’s education.

- A voluntary email distribution list will be coordinated so that the principal and parent coordinator can send out email communiqués, in addition to the paper communiqués.

2. PS 128 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be involved in planning, reviewing and improving the SWP and parents involvement program.

- Parents will be provided with timely information on programs, workshops, events and meetings.

- PS 128 will provide the necessary coordination, technical assistance, and other support for planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

- PS 128 will hold monthly workshops, bimonthly PTA meetings, and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs.

3. PS 128 will coordinate and integrate Title I parental involvement strategies by consultation with the SWP Title I PTA sub-committee.

4. PS 128 will use the 1% Title I Schoolwide Program funds to include workshops for parents on curriculum, Book of the Month, homework help, discipline/stress management, Parent ARIS link, nutrition, etc. and for the purchase of appropriate supplies.

5. A coordinating effort will be made by PS 128 and the parents, to evaluate the content and effectiveness of this Parent Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school will use the findings of the evaluation about its Parent Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its Parent Involvement Policy. The success of the Parent Involvement Policy will be continually assessed through surveys, agendas, attendance at meetings and school functions, together with parent teacher conferences and other school events.

6. PS 128 will build the school’s and parents’ capacity to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement.

A. The school will provide assistance to parents to help them understand topics such as the following:

- The State’s academic content standards

- The State’s student academic achievement standards

- The State’s and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress.

- How to work with educators, i.e., workshops, conferences, classes. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement. The school will also provide technology training to foster parent involvement by teaching them how to access and to look at the DOE website for

statistics such as the Learning Environment Survey, School Progress Report, and Quality Review Report. Parents will also be trained in how to access STARS Classroom.

B. The School Leadership Team will encourage teachers, pupil services personnel and other staff, in how to reach out to, communicate with, and work with parents as equal partners.

C. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and in a language the parents can understand (i.e. Spanish, Arabic, Urdu, Chinese and Russian).

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times and conducting in-home conferences
- Adopting and implementing model approaches to improving parental involvement
- Developing appropriate roles for community-based organizations and businesses
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

• This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in SWP/Title I conceptually consolidated program, as evidenced by PS 128 School Leadership Team bylaws. This policy was adopted by the P.S.128 SLT on _____ and will be in effect for the period of one year. The school will make this policy available to all parents of participating SWP/Title I children on or before November 2015

P.S. 128 School-Parent Compact

2015-2016

School Responsibilities

P.S. 128 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- By creating a supportive environment for teachers using mentors, buddy teachers, and other senior staff members.
- By offering workshops and high quality professional development for teachers to enhance and develop their teaching capabilities, aligned to the Common Core State Standards

2. Hold parent-teacher conferences to discuss curriculum and student achievement by:

- Conferences will be held four times a year: September, November, March, and May
- Providing parents reports on their children's progress three times a year.
- Providing interim progress reports
- Providing parents with parent learning outcome reports
- Providing, when appropriate, I.E.P. progress goals at the Annual Review Meeting.

3. P.S. 128 will create an environment of open communication between parents and school staff with frequent reports on an on-going as-needed basis to inform them of the curriculum and their children's progress.

4. The staff will be available, as their schedule permits, for consultation with parents during preparation periods, before and after school, and for communication with parents by telephone.

5. Parents will have opportunities to volunteer and to observe classroom activities during Grade Teas, Open School Days, Dance Festival, Publishing Parties, and during other school events.

6. P.S. 128 will have monthly School Leadership Team Meetings, P.T.A Meetings, and monthly workshops to provide a hands-on opportunity for parents to become involved in the planning, review and improvement of SWP Programs and becoming informed about standardized tests and assessments in an organized, ongoing, and timely way.

7. Parents will be involved in the joint development of any Schoolwide Program plan in an organized, on-going, and timely way. Increased parent involvement at workshops and meetings will help support students' learning at home, and provide opportunities for parents to benefit as participants in decision-making activities.

8. Provide parents of participating children information in a timely manner about Title I Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

9. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

10. Provide to each parent an individual student report about the performance of their child on the State assessments in ELA, math, science, and social studies.

11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

12. Provide to parents a copy of the Parent Compact in an understandable and uniform format, including alternative formats upon request and in a language the parents can understand (i.e. Spanish, Arabic, Urdu, Chinese and Russian)

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Monitoring attendance and lateness.
- Volunteering within the school community.
- Participating, as appropriate, in decisions relating to my children's education.
- Attend extra-curricular activities, such as, parent workshops and student performances.
- Taking part in the Learning Environment Survey.
- Attend parent conferences (i.e., PTC, PHO, IEP, etc.).
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as needed.
- Serving, to the extent possible, on policy advisory groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. We will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day when not in school.
- Bring home all notices and information received from school every day.
- Work hard to meet and exceed the standards and always be kind to one another.

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>The Bensonhurst School</u>	DBN: <u>21K128</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>36</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: _

Rational: We will be focusing on all of our 2nd -5th grade ELLs (B, I, A). The program will focus on literacy skills and content area learning with support from the Common Core State Standards to differentiate instruction.

-
Subgroups and grade levels to be served: 2nd - 5th Grade ELLs (B, I, A). Students will be grouped as follows 2/3 ELLs and 4/5 ELLs. Each group will rotate between each teacher to ensure that all students are instructed by the ESL teacher during the program.

-
Schedule and Duration: The program will meet once a week (Wednesday, 2:25-4:25). (35 sessions, 2hrs each)

-
Language of Instruction: English

-
and types of certified teachers: 2 teachers will provide instruction. It will be a cooperative teaching program where a certified ESL teacher and a certified common branch/content specialty teacher provide English instruction together. There will be two groups and they will flip flop for half the time with the ESL teacher and half the time with the Common Branch/Specialty teacher.

An administrator will also be in the school building during the program because there is only one DOE program running in the building at the time. The administrator will ensure the program content meets the needs of all students.

-
Types of Materials:

Rigby "On Our Way to English" will be used for instruction, as it is a research based program that consists of various content subject areas. It includes materials of different modalities to fit all learning styles.

We also plan on using other supplemental materials (that our school already has) in order to meet the needs of 3-5 grade beningers, in the case that the program becomes available to them.

Part C: Professional Development

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

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

Begin description here: _

Rational: Content area instruction is stressed in the ESL classroom to help that all students meet the Common Core State Standards. On a regular basis the ESL teachers articulate and collaborate with classroom teachers to support ELLs.

Part C: Professional Development

Teachers to Receive Training:

All teachers receive professional development on how to improve ELL instruction. Teachers will be given professional books during lunch and learns to study, help support ELLs in the classroom, and build their professional library. Titles of professional books to be ordered are as follows: "Crunchtime"- Advanced Educational Pro, "English-Only Teachers in Mixed Language Classrooms"- GI Group, Inc., and "Teaching Reading in Multilingual Classrooms"- GI Group, Inc.

Certified ESL teachers are sent to network professional development through out the year to keep up with ESL strategies and will be using various professional books to help improve instruction. Professional book titles to be ordered are as follows: "School Approaches to Education ELLs"- Advanced Education Pro and "ESL/ELL Teacher's Survival Guide"- GI Group, Inc.

ESL teacher Professional Development for 2014-2015 is ongoing: 1st meeting- October 21, 2014 Professional Development opportunities/meetings for ESL teachers will be updated as the year progresses.

New teachers receive 7.5-10 hours of ESL training through lunch and learns during the school year.

Schedule and Duration & Topics To Be Covered:

October 29th 2014 (11:05-11:45)- Supporting Newcomers and ESL data

November 25th 2014 (11:05-11:45)- Strategies for ELLs

December 16th 2014 (11:05-11:45)- Incorporating Technology in ESL

January 27th 2015 (11:05-11:45)- Content Area Theme Units (Rigby and Ladders)

February 24th 2015 (11:05-11:45)- Getting Ready for NYSESLAT

March 31st 2015 (11:05-11:45)- Differentiating Poetry for ELLs

April 28th 2015 (11:05-11:45)- Skills for Adapting Content Vocabulary

May 26th 2015 (11:05-11:45)- ESL Summer Family Activities

Name of Provider:

The ESL teachers, Anya Kornacka and Sara Vuono lead the professional development.

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: _

Rational: The Parent Coordinator, Mrs. Montemurro works with the ESL teachers to schedule ESL Parent Workshops that support learning at home. We will be having a mid-year, "Parent International Breakfast" where parents can get to know eachother and build relationships in our school community. We plan to provide parents the opportunity to attend free adult English classes as we partner with an outside agency.

Schedule & Duration and Topics to be Covered:

November 6, 2014 (8:30-9:30)- Workshop (Auditorium): Strategies for Helping at Home; Guest Speaker

February (Date TBD) (8:30-9:30)- Workshop (Auditorium): "ESL in Action"- Powerpoint presentation; Guest Speaker

March (Date TBD) (8:45-9:45)- Parent International Breakfast (Cafeteria)

April (Date TBD) (8:30-9:30)- Workshop (Auditorium): Getting Ready for the NYSESLAT; Guest Speaker

Part D: Parental Engagement Activities

Name of Provider:

The Parent Coordinator, Mrs. Montemurro and and ESL teachers, Anya Kornacka and SaraVuono will host all ESL Parent Workshops and other activities.

How Parents Will Be Notified of These Activities:

Parents are notified by translated fliers that are sent home with students. There is also a parent bulletin board in the main lobby which posts information for all parents.

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 128
School Name The Bensonhurst School		

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 Jessica Drzewucki	Assistant Principal Jayne Perlman
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Ms. Kornacka and Mrs. Vuono	School Counselor Ms. Sanders
Teacher/Subject Area Mrs. Tierno	Parent
Teacher/Subject Area Ms. Savino	Parent Coordinator Roseanne Montemurro
Related-Service Provider Mrs. Diamante	Borough Field Support Center Staff Member Jo Ann 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	2	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	0	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)	425	Total number of ELLs	175	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 type="checkbox"/>	7 <input type="checkbox"/>	8 <input 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
Dual Language														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	175	Newcomers (ELLs receiving service 0-3 years)	169	ELL Students with Disabilities	24
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	169	0	20	6	0	4	0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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	8	1	4	4	1	1								0
Chinese	4	3	4	7	6	6								0
Russian	9	11	7	7	4	4								0
Bengali														0
Urdu	1	1	1	2	1	2								0
Arabic	6	4	5	3		2								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													0
Albanian	1			2		1								0
Other	11	9	4	11	8	8								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)	17	5	2	10	3	8								0
Emerging (Low Intermediate)	8	6	4	7	3	2								0
Transitioning (High Intermediate)	12	2	5	2	2	4								0
Expanding (Advanced)	6	14	14	19	10	7								0
Commanding (Proficient)		6	3	7	4	4								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	1								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	3	3	12	9	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	10	4	0	0
4	14	4	1	0	0
5	15	7	1	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	1	8		6		6		0
4	5	3	9	2	3		1	1	0
5	10	2	7	1	2	2	0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4	1	4	3	3	1	5		0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

DRA is the assessment tool used to assess the early literacy skills of all students including our ELL students. Monitoring for Results which is based on Fountas and Pinnell levels are collected at least 3 times a year. This data is analyzed. Students who are at risk get extra support. The DRA results and writing samples are collected and analyzed by the RTI team to target deficiencies in the general and ELL population and plan for next steps using research based program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

An analysis of NYSITELL shows:
The majority of the students scored as either Entering or Emerging. These students will need scaffolding for comprehension, vocabulary development and hands on instruction to help build English as a New Language and improve understanding in various content areas.

An analysis of NYSESLAT for grades 1-5 shows:
Current Grade 1 - 26 total students tested
 2 students scored Commanding
 14 students scored Expanding
 2 students scored Transitioning
 5 students scored Emerging
 3 students scored Entering

Students will benefit from small group writing instruction, reading comprehension strategies, and academic vocabulary.

Current Grade 2 - 27 total students tested
 3 students scored Commanding

- 13 students scored Expanding
- 5 students scored Transitioning
- 5 students scored Emerging
- 1 students scored Entering

Students will benefit from small group writing instruction, reading comprehension strategies, and academic vocabulary.

Current Grade 3- 36 total students tested

- 7 students scored Commanding
- 18 students scored Expanding
- 1 students scored Transitioning
- 5 students scored Emerging
- 5 students scored Entering

Students will benefit from small group writing instruction, reading comprehension strategies, and academic vocabulary.

Current Grade 4- 20 total students tested

- 4 students scored Commanding
- 10 students scored Expanding
- 2 students scored Transitioning
- 3 students scored Emerging
- 1 students scored Entering

Students will benefit from small group writing instruction, reading comprehension strategies, and academic vocabulary.

Current Grade 5- 17 total students tested

- 4 students scored Commanding
- 6 students scored Expanding
- 2 students scored Transitioning
- 1 students scored Emerging
- 4 students scored Entering

Students will benefit from small group writing instruction, reading comprehension strategies, and academic vocabulary.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school has used the AMAO estimator tool to analyze student progress. The data revealed that we missed meeting the AMAO 2 by 0.04%. However, the tool was unable to determine whether we met AMAO 1.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. ELLs who were able to take their science and math exams in their native language preformed better than newcomers who took the test in English. Students in grades 3-5 that scored 3 or 4 on State tests were less likely to use a translated exam.

b/c. P.S. 128 does not currently use ELL periodic assessments

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.](#)]

ELLs that are refered to the RTI team for Tier 2 intervention are assessed and monitored over a period of 6 weeks using a research based program and assessments. RTI Tier 2 services are provided for students in a small group setting based on student need. If ELLs do not show improvement during that 6 week time period a different program will be implemented. If there is not sufficient improvement students are then refered to the RTI team for Tier 3 intervention. Tier 3 intervention is a 1:1 setting.

All services are provided by an AIS teacher. A pre-assessment is adminstered to all RTI students to determine student individual, specific need. Progress is monitored closely and students are discussed at RTI team meetings to best support their progress.

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

The development of a student's new language development is considered during planning as we differentiate instruction for ELLs. Content area lessons build background information, connect prior knowledge, and focus on vocabulary in context. Students work in small groups, utilize hands on activities, visual aides, and technology.

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?

P.S. 128 does not currently have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
In order to evaluate the success of our programs for ELLs we review DRA results and use informal teacher observations and conferences during lessons. We also analyze student progress by looking at the NYSESLAT modalities.

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.
Upon registration, the Home Language Identification Survey is administered, including an informal interview with the parents in English and their native language, if possible. We have several in-house interpreters who assist in translation when called upon. The in-take team consists of Ms. Kornacka, ESL teacher, Mrs. Vuono, ESL Teacher, Mrs. Tierno, AIS Teacher, Ms. Downey, AIS teacher and Ms. Nancy Lui, Social Worker (Chinese Interpreter), all of whom are trained in interviewing new admits. We also use the translation unit, if needed. All kindergarten parents/students need to fill out a new Home Language Identification Survey.
Based on the responses to the HLIS, new entrants were administered the NYSITELL exam by an ESL teacher to determine eligibility for ESL services. The testing of eligible students needs to take place within ten days of admission. If a Spanish speaking student scores below proficiency on the NYSITELL, the Spanish Lab needs to be administered.
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).
The HLIS are reviewed to determine students’ previous schooling, their native language literacy skills and whether they could be identified as SIFE. Students are also interviewed using a questionnaire by a trained pedagogue during the registration process, which is within 30 days of enrollment.
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).
We have implemented a language Proficiency Team (LPT). The team members meet to discuss the newly enrolled student's IEP and passed education, together to determine whether the student should be given the NYSITELL and is considered SIFE. Depending on NYSITELL testing, the student is placed appropriately in ELL service. The parent can accept or reject the LPT recommendation within 20 days.
P.S. 128 LPT members:
Administrator- Mrs. Drzewucki, Principal/Ms. Perlman, Assisstant Principal
Certified TESOL- Ms. Kornacka/ Mrs. Vuono
IEP Teacher- Ms. Savino
Parent or Guardian of Student
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.
Students will receive an entitlement letter in September within five school days after the NYSITELL is scanned. This letter will be sent home with the children to notify parents that the student has tested into the ESL Program. We verify that all entitlement letter are sent home by using the ESL roster as a guide. The entitlement letters that are sent home are in their native language and English. A copy is kept on file as evidence that these letters were sent home.
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).
Parents are informed that they have the right to appeal ELL status within 45 days of enrollment during the ENL Parent Orientation that will take place 3 times during September.
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.
If a child scores below Commanding on the NYSITELL a letter is sent home inviting the parents to attend a mandatory ELL parent orientation where they watch a video (in their native language) about the different programs available. This needs to occur within ten days of admission. A brochure summarizing the different programs is also given to parents in their native language. Translators and the use of the translation unit help parents with any questions they may have.

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.
Letters are sent home with students inviting parents to the mandatory ELL parent orientation. This is the time that parents are able to complete surveys and program selection with the help of translation. The Parent Selection forms are usually collected at the end of the meeting. If a parent could not attend an orientation, invitations to subsequent orientations are sent. The parent choices are then entered into ATS. The Parent Selection forms are usually collected at the end of the mandatory ELL parent orientation. A copy of the parent selection forms remain on file in the office to be referred to throughout the school year.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our school monitors the Parent Survey and Program Selection forms that have not been completed by utilizing ATS (ELPC) and meeting with parents to ensure the forms are completed.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters are sent home with students in both their native language and English. Copies of these letters remain in the school for reference.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation can be found in the child's cumulative record and in a folder held in the main office.
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.
Step 1- A letter is sent in advance to parents to inform them of the NYSESLAT assessment and provides them the dates of the assessment.
Step 2- The speaking modality is administered one on one by a teacher that does not service the student.
Step 3- The writing and reading modalities are given in small separate grade level groups. Students with IEPs are given appropriate test accommodations.
Step 4- Grades K-2 have the listening modality read to them, whereas grades 3-5 listen to a CD and follow prompts.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Students will receive a continued entitlement letter or transitional support parent notification letters. This letter will be sent home with the children to notify parents that the student will continue in the ESL Program. We verify that all continued entitlement or transitional letters are sent home by using the ESL roster as a guide. The letters are in their native language and English. A copy is kept on file as evidence that these letters were sent home.
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).
According to the Parent Survey and Program Selection forms, a majority of the parents chose to have their children in our ESL program. Parents who requested bilingual services are offered a program within the district if available. If there are fifteen students within two contiguous grades, who speak the same language, and whose parents request bilingual services, then a transitional bilingual program would be opened and the parents would be notified.

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.
Instruction is delivered to ELLs in a standalone OR integrated program according to state and city regulations. ENL teachers push into (integrated) classes for instruction and pull out (standalone) during ELA. Depending on the grade level some students are grouped as a block. ELLs are also grouped heterogeneously for both pull out and push in programs.
 - b. TBE program. *If applicable.*
P.S. 128 does not currently have a TBE program.
 - c. DL program. *If applicable.*
P.S. 128 does not currently have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We closely analyze the report from ATS to determine student's proficiencies and program them according to the CR Part 154 requirements for ELLs. An example would be:
Entering students receive 180 standalone ESL and 180 minutes of integrated ENL instruction.
Emerging students will receive 180 standalone ENL and 180 minutes of integrated.
Transitioning students will receive 90 minutes of integrated ENL and another 90 minutes of either standalone OR integrated ENL. Expanding students will receive 180 minutes of integrated ENL.
Commanding students will receive 90 minutes of integrated ENL.
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.
P.S 128 provides Common Core Standards-based instruction to ELLs through its Freestanding ESL program in grades K-5. Our Freestanding ESL program provides assistance to ELLs using standalone and integrated ENL instruction. The language of instruction is English. We use differentiated instruction using the four modalities of listening, speaking, reading and writing. These skills are included in instruction on a daily basis. In addition, content area ESL instruction is incorporated into the curriculum. Grade K-2 ELLs use Rigby "On Our Way to English" includes content area theme units as well as content area guided reading books by grade level. Grade 3-5 ELLs use National Geographic "Ladders" during standalone ENL to connect with content area instruction. Charts, graphic organizers, vocabulary cards, shared reading, and writing all help make Common Core curriculum comprehensible. The ESL teacher uses each grade curriculum map to plan for content area instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are not evaluated in their native language throughout the year. Students take the NYS assessments (Math and Science) in their native language if available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We use various tools to evaluate all four modalities of English acquisition throughout the year. These tools are: DRA, NYSESLAT, and teacher conferences/observations.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. At this time, none of our ELLs have been identified as SIFE. Services and programs such as RTI will be made available for SIFE students if appropriate.
 - b. Newcomer ELLs are given 360 minutes of ELL service by a certified ENL teacher. Newcomers are also paired up with a class buddy that speaks their native language. Students are given visual aides, bilingual dictionaries, picture dictionaries, vocabulary picture card, and simplified language during instruction. Newcomers are encouraged to speak their native language when sharing information, that is then translated by the teacher or translation technology.
 - c. ELLs with four to six years of service receive scaffolded instruction aligned to the Common Core state standards, to help students meet grade level curriculum. Content leveled books to teach skills, strategies and content area information. In order to ensure student growth, our plan for these students is to build on academic language using rigorous content based lessons and projects. Lessons are delivered to address the different modalities of learning. Like all ELLs, these students are given extended time on their state assessments. The classroom teacher differentiates to meet the needs of the student.
 - d. There are no long term ELLs at this time. If there were long term ELL students our plan would be to further analyze

Chart	<p>academic weaknesses and provide differentiated instruction and use research based programs.</p> <p>e. Former ELLs are given mandated continued support 90 minutes a week. These former ELLs are also provided with testing accommodations where they receive time and a half to complete the exams for the first two years of becoming proficient.</p>
7.	<p>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 <u>ELL Policy and Reference Guide, Re-Identification of ELL Status</u> section.</p> <p>At the time of registration a trained pedagogue administers the HLIS and interviews the student.</p> <p>Students who are re-entering after having been enrolled in a school outside of NYC and/or NYS for two or more years must complete the entire ELL identification process beginning with the determination of the home language. Once the student is eligible the NYSITELL is administered. Based on the NYISTELL score the student is programmed as an ELL and receives the mandated services.</p>
8.	<p>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?</p> <p>The ENL teachers discuss grade level curriculum with common branch teachers in order to create differentiated tasks for ELL-SWDs in order to foster accelerated English language development. Our ENL teachers currently use Rigby "On Our Way to English" and National Geographic "Ladders" programs that include materials that help differentiate instruction. Use of extensive technology and a variety of modalities help ELL-SWDs develop their receptive and productive skills. Smartboards, ipads, and laptops are available for students.</p>
9.	<p>How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?</p> <p>Students are grouped heterogenously by grade and proficiency. All students receive differentiated instruction based on student need. Teachers use the Common Core Curriculum in science, social studies, and math. The students have access to technology and are taught literacy that is differentiated and aligned to the Common Core State Standards for their grade. In addition concrete manipulatives, pictures, video clips, and role playing provide support in all academic areas.</p>

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.

Chart PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
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.

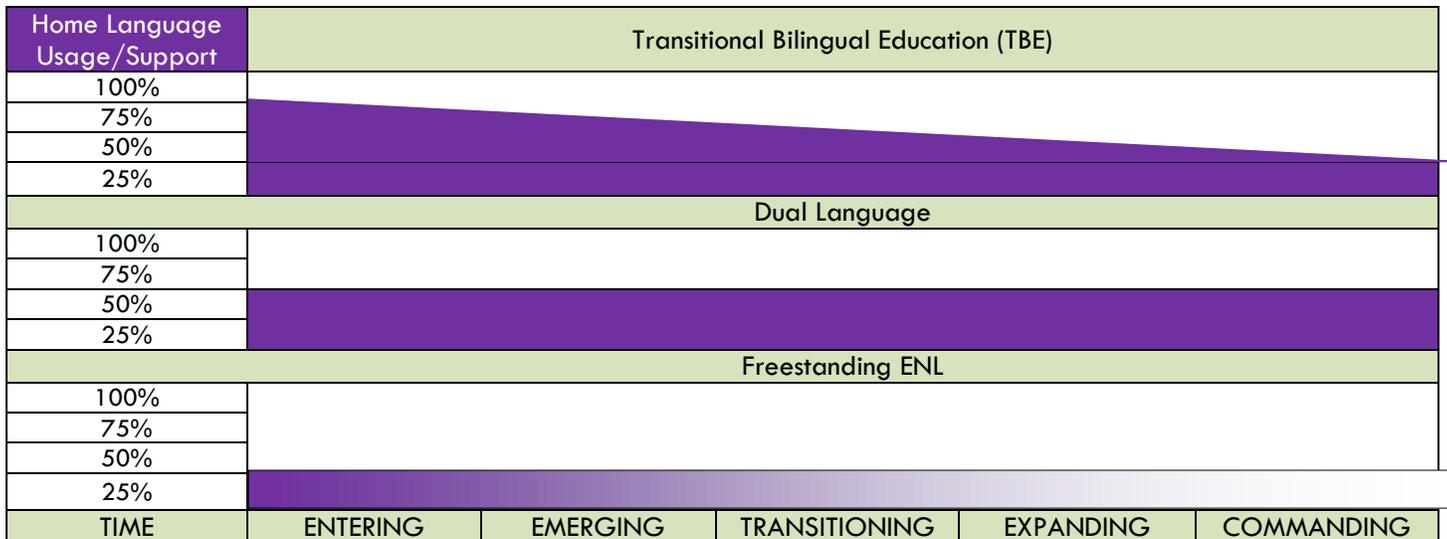


*Note: “other approved services” does not apply to New York City at this time.

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.
The intervention services offered in our school are as follows:
RTI Literacy and Math- The interventions are based on DRA levels, writing levels, and the modality analysis of the current NYSESLAT, in order to support the specific area in need. Students are further differentiated by flexible grouping.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on testing data and the AMAO estimator tool, our school had 21 students test commanding on the 2015 NYSESLAT. The AMAO estimator tool provides us with a comprehensive analysis of student performance and informs the ENL educators how to best meet the needs of their students.
ENL teachers integrate ENL instruction and content area instruction (ELA, science, social studies, and math) based on student proficiency and need.
All teachers are given ELL strategies, methodologies, and ENL professional development to foster language acquisition and development for all ELLS.
Teachers use DRA, content area assessments, and student writing samples as formal and informal assessments.
12. What new programs or improvements will be considered for the upcoming school year?
ELLs upper and lower grade buddies will be used this year to promote language development and social development among the school.
13. What programs/services for ELLs will be discontinued and why?
We do not have any programs at this time that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are invited to attend P.S. 128 all activities such as, possible afterschool programs, RTI, and music and dance clubs.
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.
The instructional materials, including technology that are used at P.S. 128 are: Rigby "On Our Way to English", National Geographic "Ladders", Brainpop, Brainpopjr., Brainpopes!, Ticket to Read, and Imagine Learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support during ESL instruction is delivered using content area glossaries and native language dictionaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The instruction and support of all ELLs is given on student grade level and will be differentiated according to student need. Different developmentally appropriate materials are used to ensure high engagement, interest, and language acquisition. All ELL-SWDs are supported with materials and tasks that are cognitively demanding and tailored to their individual needs.
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).
Before the beginning of the school year, newly enrolled students and their parents are encouraged to visit our school website. They have the opportunity to meet with the parent coordinator to answer any questions about the school prior to attending. Parents are invited to attend a Welcome Night where they can meet teachers and discuss any concerns they may have. Newly admitted students had the opportunity to meet the ENL teacher and visit their ENL classroom prior to beginning the school year.
The ENL teachers: Ms. Kornacka/Mrs. Vuono and Ms. Montemurro are involved in all activities.
19. What language electives are offered to ELLs?
There are currently no language electives offered to ELLs at this time.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S. 128 does not currently have a DL program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
In order to support our General Education teachers and Special Education teachers, ENL teachers will hold a professional development for all staff members. At these professional development sessions, the ELA and ENL standards are stressed to help all students meet the standards and pass state exams. On a regular basis, the ENL teacher articulates and collaborates, both formally and informally, with the classroom and cluster teachers to support ESL instruction.
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?
The following is an example of our ELL Professional Development monthly schedule (topics are subject to change):
September- Supporting Newcomers-folders /glossaries
October- Summary of new ENL regulations
November- Descriptive
Language for ELLS
December- Differentiating Instruction for ELLS
January- Critical Thinking Skills
February- Getting ready for the NYSESLAT
March- Differentiating poetry for ELLS
April- Content area theme units
May- ESL summer activities
The ELL coordinator is trained in the Common Core State Standards. There is an emphasis on academic language through integrated ELA, Math, Science, and Social Studies units
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
During a faculty conference the Fifth Grade teachers will be provided with professional development and strategies on helping their students transition from elementary school to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
New teachers receive additional specified training throughout the school year. General Education teachers receive 7.5 hours of training and Special Education Teachers receive 10 hours of training. Records of trainings are kept on file in the office and certificates are placed in the teachers file.
Records that include agendas and attendance sheets will be held in the main office.

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?

Parent Teacher conferences occur 4 times a school year and teachers meet with parents every Tuesday afternoon from 2:20-3:00pm. This time is set aside so that parents of ELLs are able to discuss goals of the program, language development, language proficiency assessment results and development needs in all content areas. Teachers use translators and the DOE translation line for any interpretation and translation needed.

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.

Teachers keep records of all individual meetings with parents. Parents are given agendas and sign an attendance sheet for all meetings. All sheets are kept with the teacher and a copy will be put in the office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement happens throughout the school year. ELL parents are invited to orientation at the beginning of the year. The ENL teachers, with the help of Ms. Montemurro (Parent Coordinator) host workshops that introduce parents to materials and programs that students use. Parents are also invited to attend free adult ENL classes in our building.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Parent Coordinator reaches out to the community by hosting special events and distributing translated correspondence. We have a Parent Resource Center, with bilingual materials, available to all parents. There are adult bilingual dictionaries for parents to utilize. We provide materials for parents to help students at home. Our school also partners with a Community Based Organization to give parents the opportunity to join free adult ENL classes.

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

Parent surveys, written in the parents native language and English, are used to help choose topics for parent workshops. Parent workshops are held frequently and inform parents about such topics as school initiatives, health and nutrition, assessments, "Book of the Month", computer technology, math workshops, stress management, crafts, and how to help children at home. Translators and the translation unit are available in the major languages of our Non-English speaking parents, for conferences, meetings, and workshops. Notices for parents are translated into the home languages through the use of school personnel as translators and the NYC DOE translation site. Translators are available for in-person and phone conferences. All parents are invited to parent meetings and workshops. Evaluation and feedback forms, written in the parents Native language and English, are filled out by all parents attending and are used for planning future workshops. The results of the Learning Environment Survey provides information to evaluate the needs of the parents.

Parent Teacher conferences are held four times a year and all parents are encouraged to attend through translated invitations. Book of the Month workshops are held monthly when parents are given the opportunity to read and perform hands on activities as their children would.

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

Parents are notified of all school activities and important information (displayed in the various languages) through the use of an up-to-date bulletin board in the main lobby. All parent communication is given in the home language and English, an example of communications are: parent meetings and workshops, school notices, the NYS School Report Card, and Parent-Teacher Conferences. All of the above workshops, activities, and outreach meet the needs of the parents of our school community.

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: The Bensonhurst School**School DBN: 21K128**

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)
Mrs. Drzewucki	Principal		10/8/15
Mrs. Perlman	Assistant Principal		10/8/15
Mrs. Montemurro	Parent Coordinator		10/8/15
Ms. Kornacka/Mrs. Vuono	ENL/Bilingual Teacher		10/8/15
	Parent		1/1/01
Mrs. Tierno	Teacher/Subject Area		10/8/15
Mrs. Savino	Teacher/Subject Area		10/8/15
	Coach		1/1/01
	Coach		1/1/01
Ms. Huang	School Counselor		10/8/15
Ms. DiMola	Superintendent		1/1/01
Jo Ann Benoit	Borough Field Support Center Staff Member _____		1/1/01
	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: 21K128 **School Name: The Bensonhurst School**
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.learn DOE.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.

1. We use the HLIS to assess need.
 2. We input the home language and use information found on ATS, for example the BIOS screen.
 3. We speak to parents upon registration and inquire with or without translation service, to determine the best language that meets their needs. School staff act as translators when available.

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.

1. Russian
 2. Uzbek
 3. Tajik
 4. Georgian
 5. Albanian
 6. Spanish
 7. Chinese (Cantonese and Mandarin)
 8. Pashto
 9. Turkman
 10. Arabic
 11. Urdu

12. Polish
13. Ukrainian
14. Bellarussian

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 are documents that are distributed to families throughout the school year.

1. Parent-teacher conference announcements.
2. Student Report cards
3. After-school program information
4. Student Emergency contact card
5. School wide activities
6. Parent workshops

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.

We conduct four formal face-to-face meetings throughout the school year. They are as follows:

Back to School Night- September 17th

Parent Teacher Conferences- November 5th

Parent Teacher Conferences- March 3rd

Curriculum Wrap-Up Night- May 12th

Parents also have the oppurtunity to speak with teachers or other school staff face-to-face or by telephone every Tuesday afternoon from 2:30pm- 3:00pm.

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.

We will send English documents to Translation Services to have them translated into the various needed. Designated staff members will also assist with document translation.

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.

We will provide over-the-phone interpreters via the Translation and Interpretation Unit and designated staff members will assist with oral interpretation during face-to-face parent meetings.

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.)

All staff will receive a notice of how to use translation services and over-the-phone interpretation service.

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

1. We will download, print, and copy all provided translations of notices from central offices.
2. We will send our own documents to be translated in a timely fashion.
3. When translation is not available within a specific time period, we will include a blurb, in multiples languages, that the document is important and should be interpreted by a speaker of the home language and English.
4. We will ensure that translation, in person or over the phone, is provided for parents during meetings.
5. We will ensure that parents receive the Bill of Parent Rights and responsibilities regarding translation and interpretation.
6. We will ensure that our entranceway includes the required translated "welcome" and information about translation services.
7. We will ensure that we have enough required documents in multiple languages to provide additional copies to our families of new admits.

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)

All parents are given a parent survey to complete in order for our school to gather feedback from parents.