

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K132

School Name:

P.S. 132 THE CONSELYEA SCHOOL

Principal:

BETH LUBECK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Conselyea Street School School Number (DBN): 14K132
Grades Served: Pre-Kindergarten - Fifth
School Address: 320 Manhattan Avenue Brooklyn, N.Y. 11211
Phone Number: 718-599-7301 Fax: 718-599-7417
School Contact Person: Stephanie Korotz Email Address: skorotz@schools.nyc.gov
Principal: Beth Lubeck
UFT Chapter Leader: Haley Parsons
Parents' Association President: Jennifer Gruber
SLT Chairperson: Stephanie Korotz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jennifer Gruber
Student Representative(s): N/A

District Information

District: 14 Superintendent: Alicia Winnicki
Superintendent's Office Address: 215 Heyward Street, Room 246, Brooklyn, NY 11206
Superintendent's Email Address: awinnic@schools.nyc.gov
Phone Number: 718.302.7638 Fax: 718.302.7638

Borough Field Support Center (BFSC)

Brooklyn North Field
BFSC: Support Center Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St. Brooklyn, N.Y. 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3107 Fax: 718-935-2587

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)
Beth Lubeck	*Principal or Designee	
Haley Parsons	*UFT Chapter Leader or Designee	
Jennifer Gruber	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jennifer Gruber	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	
Jessica Masullo	Classroom Teacher	
Anne Pachucki	Classroom Teacher	
Donna Maio	Classroom Teacher	
Elizabeth Reilly	Classroom Teacher	
Stephanie Korotz	Assistant Principal	
Anna Corinna	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vanessa Pasquariello	Parent	
Stephanie Conway	Parent	
Sam Heinrich	Parent	
Toby Bryce	Parent	
Suzanne Turhorst	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.

We are proud to report P.S. 132 was highlighted in the Promising Practices Library in June 2010. The practices our school was celebrated for are "Raising Student Engagement & Teacher Empowerment Through Schoolwide Enrichment." QR Indicator Aligned to: 1.2 & 4.3

Schoolwide Enrichment allows us to develop the gifts and talents of all students by providing enrichment opportunities in academics, arts, technology and interests. We created a learning community that honors diversity, mutual respect, and preservation of the earth's resources. We build on the resources of our school and the talents of our staff and community to help develop our enrichment curriculum. Enrichment is no longer for the gifted and talented students but instead to help nurture and support the gifts and talents in all students. This model is a long term commitment. As a school community, we embraced this opportunity to challenge and foster a love of learning in all of our students.

The Enrichment Clusters, one component of the Schoolwide Enrichment Model, are groups of students who share the same interests, and who come together during specifically designated time block during the school day to work with an adult who shares their interests and who usually has knowledge or experience in this area. Enrichment Clusters is an exciting part of the P.S. 132 Community where many members of the community take part in the decision making process. Teachers work hard to plan the enrichment cluster they believe would well suit them; students and parents work together to select an enrichment cluster that not only matches the children's interest, but also leads to their academic growth. This school year, the administration, SLT and teachers agreed to implement enrichment clusters. Our first cycle of Enrichment Clusters focused on World Explorers. Each teacher had been asked to create a geography cluster around a location he/she has enjoyed traveling to or hopes to travel to one day! The cluster took place for approximately an 11 week cycle beginning the week of October 4th. Each cluster was required to research various aspects of the location, including travel, geography of land & culture. Each child was responsible for creating a book that was a compilation of each enrichment activity. These books, along with a variety of student made projects, are on display on the main floor of the school building.

Teacher empowerment is evident when examining the new Literacy Curriculum created by classroom teachers in Grades Kindergarten through 5. Six years ago, during June planning, it became clear that Teacher's College Reading Workshop was not meeting the needs of all our learners. Through deep and meaningful conversations with the staff, it was unanimously agreed upon that we needed something new. Pilot programs were sent for review from various publishers. Publishers came to our school and held Professional Development sessions to assist us in gaining a deeper understanding of their series. The teachers did not feel there was a solitary program that would benefit all learners at P.S. 132. The staff came together and decided to create their own reading curriculum. Passionate fifth grade teachers spearheaded the endeavor. Hard work over the summer resulted in a rich reading curriculum. A summer workshop was held where teachers in grades 2 -4 were invited to get a sneak peek into the new work. An excited staff left the voluntary summer professional development session with a piece of authentic literature to work with to create reading plans for their grade level.

During that same year, during 2nd and 3rd Grade Congruence sessions, it became evident that we needed to make changes to our 2nd and 3rd Grade Reading Curriculum in order for our students to make necessary gains. After the administration and the grade teams studied the data on the spreadsheets, it became quite apparent that three distinct reading groups would be developed, consisting of advanced readers, grade level readers, and struggling readers. Curriculum Compacting began during our literacy block, as students moved into different classrooms based upon leveled ability reading groups.

In depth examinations of student data, lead many discussions regarding the benefits of grouping students homogeneously. Teachers spoke off the data, highlighting success stories of students who were instructed in groups based upon ability. Serious concerns came to the table in regards to time management and spending time on task when compacting. Conversations with parents and SLT members highlighted similar observations in terms of time management. A consensus based upon data and teacher/parent input lead to the decision of grouping students homogeneously. This decision has allowed true curriculum compacting to come alive, as our teachers now can truly differentiate instruction based upon student ability in individual classroom settings.

This year we continue to empower our staff in regards to professional development. Teachers are still encouraged to attend professional development sessions they feel will enhance their craft. In turn these teachers present their learning with the faculty. In addition, this year teachers have been further empowered as we highlight best practices. We believe that rich professional development opportunities present themselves on a daily basis in our school. Through informal observations and grade team meetings, the administration strives to highlight teachers and their best professional practices. This year, many grade team meetings are dedicated to professional development. Teachers are asked to host PD sessions in their classrooms during congruence periods in an effort to disseminate best practices amongst the staff. We strongly believe this is a best practice at P.S. 132.

At P.S. 132 we strongly believe in giving back to the community. P.S. 132's students have the opportunity

become a part of a community service club called "Community Kids." Our "Community Kids" help our

Community Service Coordinator run the service projects our school participates in. These service projects are

the result of our partnership with Generation On, a National Community Service organization. Our dedication to community service has been celebrated and we are proud to report that this is the third year that P.S. 132 has

been chosen to be a Research School for the Mayor's Service Initiative.

In addition, P.S. 132 students have formed "CAT" (Community Art Team). The mission of this team

is to learn how artists give back to the community through public art to beautify the neighborhood and school community. These students wrote and received grants to help beautify the school through the creation of tile

mosaics, murals, and outdoor planters. They have also worked on projects to beautify the local public library and local community parks.

14K132 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	710	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
				N/A
School Composition (2013-14)				
% Title I Population	71.7%	% Attendance Rate		94.5%
% Free Lunch	39.2%	% Reduced Lunch		0.8%
% Limited English Proficient	7.5%	% Students with Disabilities		8.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		14.6%
% Hispanic or Latino	44.9%	% Asian or Native Hawaiian/Pacific Islander		6.7%
% White	33.0%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	54.0%	Mathematics Performance at levels 3 & 4		59.2%
Science Performance at levels 3 & 4 (4th Grade)	93.6%	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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.

At P.S. 132, our instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Based on the teacher observations conducted by the administration, it was noted that students are actively engaged in ambitious intellectual activity and developing critical thinking skills. We have been highlighted by Superintendent Alicja Winnicki for our rigorous writing program, along with the various forms of feedback we incorporate in our writing program. We would like to continue our focus on feedback, however we would like to infuse all forms of feedback in all content areas. The 2014-2015 State Test scores item skills analysis revealed that our students need to improve in critical thinking skills in both ELA and Mathematics. Our teachers meet weekly in their teacher teams to monitor student progress and achievement. The teachers expressed that our higher level students grades were not moving to the next level. Although the teachers provide feedback to help improve students' writing, teachers felt that the students needed feedback from their peers. Additionally, during our last Quality Review in the Spring of 2014, our Superintendent Alicja Winnicki suggested that we implement a variety of forms of student feedback during writing workshop.

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, 100% of teachers will implement multiple forms of feedback, including but not limited to, teacher feedback, peer feedback and student self reflection, into the publishing stages in all content areas. The multiple forms of feedback will result in students scoring at or above proficiency (Level 3 & 4) on all published products across the content areas as measured by content based rubrics and portfolio assessments

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will submit unit of study lesson plans to the administration. These plans will include exemplary pieces, as well as a rubric specific to the unit of study aligned with the Common Core Standards. This rubric and exemplary pieces will help teachers launch each unit. Teachers will launch each unit of study by presenting each rubric, along with an exemplary student product, to ensure students will understand what is expected of them as readers, writers, and mathematicians before engaging in the process. Throughout the unit, teachers will guide students through conferencing and small strategy groups to assist them in producing a high quality product. Teachers will use important conference notes to help drive instruction. It is expected that teachers understand that their lessons might divert from the plans submitted and new lessons should be infused based upon students' strengths and vulnerabilities. Such rich and thoughtful work will lead to a collection of well developed lesson plans which will be compiled into rigorous teacher created ELA curriculum.</p> <p>In an effort to raise teacher expectations, during grade meetings teachers and administrators will examine authentic pieces of student work using the ATLAS protocol and grade them according to the genre specific rubrics and/or concept specific rubrics. Teachers will score pieces and together discuss</p>	<p>All teachers & students of the school community</p>	<p>The start date is September 2015 and the end date is June 2016.</p>	<p>The teachers are responsible for implementing the multiple forms of feedback in all content areas. The administration is responsible for overseeing the process in which the feedback is given. The administration will review the artifacts in the student portfolio, as well as the final published products that are displayed in the galleries.</p>

their findings. Through this process, teachers will create a standardized practice of measuring student performance.

Teacher feedback is crucial in improving student outcomes in all content areas.

Teachers will be expected to provide students with constructive feedback that will help them produce on or above grade level writing.

Teacher feedback is given during the drafting and revising process, in ELA. This feedback is discussed with the students during this step of the writing process in an effort to assist the student in improving upon his/her piece of writing. The final feedback will be shared on students' published pieces and will be a clear celebration of how the students implemented the suggestions given during the drafting, revising and editing process. Students will be held accountable for using teacher feedback when working on publishing a piece of writing.

We will incorporate peer feedback into all units of study, so that students learn how to review, critique and give suggestions to their peers.

This best practice will prepare our elementary school students for their college years and careers as adults.

Students will complete a self reflection at the end of each unit of study. Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning. They organize instruction so that students are the producers, not just the consumers, of knowledge. In the reflective classroom, teachers invite students to make meaning from their experiences overtly in written and oral form. They take the time to invite students to reflect on their learning, to compare intended with actual outcomes, to evaluate their metacognitive strategies, to analyze and draw causal relationships, and to synthesize meanings and apply their learning to new and novel situations. Students know they will not "fail" or make a "mistake," as those terms are generally defined. Instead, reflective students know they can produce personal insight and learn from all their experiences.

In addition, an emphasis on the presentation of student published pieces will be refined.

Teachers will impart the importance of

neatness, proper handwriting and writing mechanics to all students. A sense of pride will be established as student published work is celebrated.

In the area of Reading, students will engage in a thematic book project as a culmination of a unit of study. Students will work on in-depth projects that incorporate the reading comprehension skills that were taught throughout the unit of study, as well as encourage critical thinking skills. Students are required to make self-to-text connections, as well as cite evidence from the text. The performance tasks are aligned with the Common Core Standards and are designed to tap into the students' creativity. Each project contains a content based rubric that will be used to drive instruction, and provide students with feedback that will improve their performance.

The administration will conduct informal snapshots throughout the school year that will be used to assist teachers in improving upon their craft. In addition, these snapshots are a great way to observe student engagement, as well as student learning. During these snapshots, the administration has the opportunity to review student notebooks, bulletin board displays & student portfolios.

Bulletin Board displays enable the administration to see the student products derived from the performance tasks presented in the areas of Reading and Writing. The entire school community understands that every child is held to grade level Common Core Standards, therefore the administration expects all work displayed to be held to high expectations.

Student Portfolios contain the student products derived from the performance tasks presented in Reading and Writing & Mathematics. Writing portfolios will contain drafts that will have teacher feedback. This feedback is an integral component of the writing process, as it enables students to revise their work in order to meet grade level standards. These artifacts will clearly demonstrate the progression and/or

refinement of student writing as they engage in the writing process.

Reading portfolios contain student reading logs and reading responses that provide evidence of reading 25 books or more throughout the school year. In addition, Reading performance tasks have been created in the form of book projects and are aligned to the Common Core Standards. Each student will be responsible for completing a performance task at the end of the month. These performance tasks will be scored in alignment with a rigorous rubric. Monthly mock ELA exams and bi-monthly progress reports will be placed in Reading portfolios as well to showcase student progress.

Writer's Galleries are displayed in every classroom consisting of published student work from September to June. This display enables the entire school community to showcase the progression of each writer.

Literature based book projects are displayed in the classrooms. These projects showcase the students' ability to respond to literature in a multitude of ways.

All displays and bulletin boards will contain task sheets aligned to the Common Core Standards, as well as standard based rubrics, teacher feedback and scored student products. The work displayed on the hallway bulletin boards will meet or exceed grade level standards.

Assessment Binders contain reading and writing workshop conference notes. These notes will help teachers drive their instruction. In addition, they will also assist in devising new lessons that will be infused into the reading and writing units of study. Assessment binders will contain teacher notes which detail the feedback given to individual students during each unit.

Parents will have the opportunity to participate in Parent University throughout the school year. Our coaches will conduct workshops on the Common Core State Standards and will show parents exemplary pieces of writing so that they understand what is expected from each grade level.

Students with disabilities, English language learners, and other high-need student subgroups, will engage in the same forms of feedback as the rest of the student population. However, they will engage in more scaffolded instruction prior to publishing their final product.			

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.											
Title 1 10% set aside will be used to fund our Achievement Coach.											
Title 1 & Title IIA funding will be used to fund our Common Core State Standards Coach.											
Title I 1% parental involvement set aside will be utilized to fund the refreshments for the Parent Universities.											
Common Core Standards and Strategies Flip Chart published by Mentoring Minds was purchased for all teachers and was purchased using TL monies.											
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.
In January, the administration will conduct a walk through to review all published products displays and student portfolios. This procedure will enable to administration to see whether or not the teacher's feedback is moving the students to proficiency or higher. In addition, teacher teams will meet on a weekly basis to monitor student progress and achievement.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Throughout the 2014-2015 school year, we focused heavily on raising the level of student conversation and the quality of the teacher's questions in the classroom. Although many of our teachers made great gains in this area during their observations, we will continue to focus on raising the level of conversations and questions during the 2015-2016 by infusing Reciprocal Teaching and Thinking Maps into our curriculum. We want our teachers’ questions to probe in depth student thinking and serve to extend understanding in all of our classrooms. Teachers will advance instructional practices by integrating Reciprocal Teaching and Thinking Maps into the curriculum so that students in all classrooms have multiple opportunities to be actively engaged in higher order thinking and meaningful participation. Teachers will raise the level of participation in discussions and will extend students’ inquisitive thinking beyond teacher directed questions or problems.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will participate in professional development in the area of raising the level of questions and classroom discussions based upon a formative observation process

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The administration will conduct daily walk throughs that will consist of 15- 20 minute instructional snapshots. Feedback will be disseminated to staff members in written form. Snapshot reports will not only include facts regarding the informal observation but also include wonderings that teachers are expected to reflect upon and gather evidence which will further develop their instruction. Teachers will then meet with administrator to discuss plans for improving upon instruction. Members of the administrative team will revisit classrooms after conversations regarding the initial snapshots take place. Teachers and administration will plan next steps as they reflect upon what practices were developed and/or revised. Once practices have been refined, best practices will be shared with grade teams. Teacher performance will be measured using a rubric modeled after Charlotte Danielson’s <u>Framework for Teaching</u>, Domain 3: Instruction, Component 3b: Using Questioning & Discussion Techniques and 3d: Using Assessment in Instruction.</p> <p>To assist with achieving this school wide goal, we have hired Creative School Services to assist in providing PD Opportunities to enrich and extend the curriculum. In addition, we take advantage of all professional development opportunities offered by the Department of Education. EngageNY’s PD</p>	<p>All teachers will be targeted.</p>	<p>The start date will be September 9, 2015 and the end date will be June 2016</p>	<p>The administration is responsible for overseeing the activities/strategies being implemented in the classroom. The Staff Developer, Anne Grayson, from Creative School Services and the Academic Coaches are responsible for providing classroom support and PD throughout the school year</p>

opportunities will continue to expose the staff to PD opportunities both in school and on their own time. Teacher leaders are encouraged to seek out PD opportunities relevant to their grade teams. With the mandated Monday PDs, our PD committee has created a relevant and meaningful PD calendar. PD is planned based upon teacher need and feedback shared by the administration through weekly informal classroom observations. In addition, I intend to build teacher capacity by allowing teachers to understand what is expected of them, not only through conversation, but also through observation. A key component of a PD will be highlighting a teacher's practice from within my school. Teachers who have demonstrated stellar instructional practices will open their classrooms to inter-visitations so their colleagues can learn from their instruction. Highlighting best practices will serve as a PD opportunity for the rest of the staff. Learning from each other is powerful. Teachers will also open their classroom doors and serve as "model sites" for PD provided by Creative School Services. This will assist the staff in understanding how the methodologies being presented are applicable and possible within our school.

PD has been provided on questioning using the DOK question stems. Teachers have infused the DOK question stems into the lesson plans and use a DOK question sheet to assist and guide them in asking higher order thinking questions. Teachers will continue to infuse Sandra Kaplan's Depth and Complexity into their lesson planning. Additionally, teachers will begin to infuse Reciprocal Teaching techniques during the Literacy Block.. Coaches will work with teachers to ensure that higher level questioning and conversation prompts are infused into the lesson plans. Informal classroom observations are also being used as a tool to measure the questioning techniques implemented by classroom teachers. We will continue to highlight best practices to help those struggling in this area.

During the 2014-2015, P.S. 132 began a partnership with Thinking Maps. Our lead teachers, coaches and the administration,

<p>have engaged in Thinking Maps training. The eight Thinking Maps form a common visual language; a language that can be easily understood and used by students and teachers of every age, level and subject area, within a school building. The maps spring from a developmentally sound and academically proven strategy and they are supported by a committed cohort of educators who are part of the Thinking Maps Community. The eight Thinking Maps enable students to become fully engaged in the act of learning.</p> <p>Thinking Maps Professional Developer, Elizabeth Dellamora, presented an overview of Thinking Maps to the entire staff.</p> <p>Highly effective teachers that arise from these informal snapshots will become in-house professional developers for our school. A professional development calendar will be created based upon the findings of the informal observations. The series of professional development workshops will assist the administration in imparting higher instructional expectations and standards for all staff members. In turn, an improvement in student outcomes will be noted.</p>			
<p>The teachers who are deemed highly effective by the administrative staff, will conduct Parent Universities in the areas that they show mastery in. For example, the administration may highlight a teacher for his/her exceptional use of mathematical manipulatives during instruction. The use of hands-on manipulatives provides a visual representation of the math concept being taught during the lesson. Such a strategy is extremely helpful for parents because many of our students need assistance during homework. Parents can utilize items at home as manipulatives to help their children with mathematical concepts they do not understand. The Parent Universities will be conducted on a monthly basis and will offer parents an enrichment workshop, such as Yoga or craft making, and an educational workshop, like "Using Manipulatives to Better Understand Mathematical Concepts."</p>	<p>All parents would be invited to our Parent Universities that are being offered throughout the year.</p>	<p>The start date will be mid November 2015 and the end date will be May 2016</p>	<p>The administration will be responsible for conducting the observations to determine which teachers are Highly Effective. The Parent Coordinator will coordinate the schedule of the Parent Universities being offered throughout the school year.</p>

In addition, we purchased parent workshops offered by CITE that will offered four times throughout the school year. These workshops will teach our families how to assist their children at home with critical thinking skills and how to infuse the common core learning shifts during family activities			

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.											
In order to achieve this goal, we must set aside money in the school budget to pay for Professional Development, instructional resources and human resources. Approximately \$20,000 will be set aside to pay for the PD conducted by Creative School Services. In addition, we will set aside approximately \$5,000 for PD conducted by Thinking Maps. We will set aside approximately \$5,000 for instructional resources to be utilized in the classroom. We will set aside \$1,000 for parent instructional materials and refreshments for Parent University.											
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.
After observing all teachers in January, we will analyze their HEDI ratings and determine which areas are still in need of improvement. At that point, we will examine the professional development the teacher has engaged in so far and will provide teachers with additional levels of support within the classroom setting.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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Section 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)	Any child who performs below grade level standards on the baseline assessment in September.	<p>Read Well (K-3)</p> <p>Treasures Intervention Kit (K-2)</p> <p>Wilson Reading Systems (2-3)</p> <p>Academic After School Program (3-5)</p> <p>Saturday Academy (3-5)</p>	<p><u>Wilson Reading System</u> This AIS service is provided during the school day within the classroom environment. The method of delivery is small group instruction during Literacy Block.</p> <p><u>Read Well</u> – This phonics based program is administered to AIS groups in grades Kindergarten – 3rd . The method of delivery is small group instruction during literacy blocks of time.</p> <p><u>Treasures Intervention Kit</u> – Treasures is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students</p>	<p><u>Wilson Reading System</u> This AIS service is provided during the school day within the classroom environment. The method of delivery is small group instruction during Literacy Block.</p> <p><u>Read Well</u> – This phonics based program is administered to AIS groups in grades Kindergarten – 3rd . The method of delivery is small group instruction during literacy blocks of time.</p> <p><u>Treasures Intervention Kit</u> – Treasures is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students</p>

			<p>grow as life-long readers and writers.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Reading Test Preparation to prepare for the upcoming State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Reading Test Preparation to prepare for the State Exams.</p>	<p>grow as life-long readers and writers.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Reading Test Preparation to prepare for the upcoming State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Reading Test Preparation to prepare for the State Exams.</p>
<p>Mathematics</p>	<p>Any child who performs below grade level standards on the baseline assessment in September.</p>	<p>Rhymes & Times (1-5)</p> <p>Academic After School Program (3-5)</p> <p>Saturday Academy (3-5)</p>	<p><u>Rhymes & Times</u> This mathematics program uses the skill of rhyming to assist students to remember their addition facts, subtraction facts, multiplication facts & division facts. The method of delivery is small group instruction during Mathematics blocks of time</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in</p>	<p><u>Rhymes & Times</u> This mathematics program uses the skill of rhyming to assist students to remember their addition facts, subtraction facts, multiplication facts & division facts. The method of delivery is small group instruction during Mathematics blocks of time</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in</p>

			<p>Math Workshop to prepare for the State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p>	<p>Math Workshop to prepare for the State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p>
Science	Any child who performs below grade level standards on the baseline assessment in September.	Harcourt Science	<p><u>Harcourt Science</u> Through the use of the Harcourt Science NYC program, Science AIS services are provided to students during their lunch period. The method of delivery is small group instruction</p>	<p><u>Harcourt Science</u> Through the use of the Harcourt Science NYC program, Science AIS services are provided to students during their lunch period. The method of delivery is small group instruction</p>
Social Studies	Any child who performs below grade level standards on the baseline assessment in September.	NYC Social Studies Program	Through the use of the Social Studies NYC program, AIS services are provided to students during their lunch period. The method of delivery is small group instruction	Through the use of the Social Studies NYC program, AIS services are provided to students during their lunch period. The method of delivery is small group instruction
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Any child who is struggling socially and emotionally during the school year and has parental consent from the parents to be pulled out for at risk services.	<p>Guidance Counselor</p> <p>Group Counseling</p> <p>At-risk Services provided by the School Psychologist</p>	<p><u>Group Counseling</u> - Students who withhold an IEP for counseling are mandated to meet with the Guidance Counselor. Students who require "At Risk" counseling intervention will meet with the guidance counselor based on their situation and/or need. Students receive this service within the school</p>	<p>Group Counseling is scheduled based on the IEP</p> <p>.</p> <p>At – risk services provided by the school psychologist takes place on an as needed basis.</p>

			<p>day. Students are pulled out of the classroom and work in small groups in a Special Services classroom.</p> <p>Group counseling deals with social issues such as; peer pressure, self esteem, respecting others, bullying, bereavement, divorce and test anxiety.</p> <p>Students who require "At Risk" services will meet with the School Psychologist based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work individually with the school psychologist in a Special Services classroom.</p> <p>The School Psychologist works on strategies and coping mechanisms to deal with issues such as anxiety and behavioral concerns regarding the student's disability.</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>As an administration we strive to highlight best practices demonstrated by our staff. Best practices are quite evident as we conduct informal observations, building walk-throughs, and have discussions with grade teams during weekly congruence sessions. As a cabinet, we speak about our findings and match best practices with the goals set forth for our school. A Professional Development calendar is crafted. Grade teams/specific target teachers are invited to attend PD Sessions held during the day at a congruence meeting. After the Professional Development session, teachers reflect on the learning, complete reflection sheets and discuss with their grade team and supervisors how they plan to implement the best practice they observed into their own classrooms.</p> <p>This school year launched with Professional Development Sessions focusing upon creating a sense of consistency within the school. A Professional Development session held early in the year focused on Classroom Environments. Model classrooms were visited and teachers had the opportunity to take notes and reflect upon their findings. As a result of this PD Session, a sense of consistency is evident amongst our classrooms and our classrooms environments reflect cohesiveness.</p> <p>This year we have hired Creative School Services to assist in providing PD Opportunities to enrich and extend the curriculum. In addition, we take advantage of all professional development opportunities offered by our Network. EngageNY's PD opportunities will continue to expose the staff to PD opportunities both in school and on their own time. Teacher leaders are encouraged to seek out PD opportunities relevant to their grade teams. With the mandated Monday PDs, our PD committee has created a relevant and meaningful PD calendar. PD is planned based upon teacher need and feedback shared by the administration through weekly informal classroom observations. In addition, I intend to build teacher capacity by allowing teachers to understand what is expected of them, not only through conversation, but also through observation. A key component of a PD will be highlighting a teacher's practice from within my school. Teachers who have demonstrated stellar instructional practices will open their classrooms to inter-visitations so their colleagues can learn from their instruction. Highlighting best practices will serve as a PD opportunity for the rest of the staff. Learning from each other is powerful. Teachers will also open their classroom doors and serve as "model sites" for PD provided by Creative Learning Solutions. This will assist the staff in understanding how the methodologies being presented are applicable and possible within our school.</p> <p>PD has been provided on questioning using the DOK question stems. Teachers have infused the DOK question stems into the lesson plans and use a DOK question sheet to assist and guide them in asking higher order thinking questions. Teachers will begin to infuse Sandra Kaplan's Depth and Complexity into their lesson planning. Additionally, teaches</p>

will begin to explore Reciprocal Teaching techniques. Coaches will work with teachers to ensure that higher level questioning and conversation prompts are infused into the lesson plans. Informal classroom observations are also being used as a tool to measure the questioning techniques implemented by classroom teachers. We will continue to highlight best practices to help those struggling in this area.

In an effort to support new teachers and teachers in need of additional support with classroom management, a PD Session was hosted by a 5th Grade teacher that demonstrates strong classroom management techniques. Teachers that attend this PD Session had the opportunity to observe classroom management techniques that focus upon positive reinforcement and building independence and student character. This PD Session proved to be quite successful, as uniformity in behavior management arose.

A third grade teacher was highlighted for her best practice of infusing learning centers into her classroom. This teacher learned of the value of learning centers during the summer when she attended Confratute. The implementation of centers into her room provided students with the opportunity to complete differentiated independent center work. Teachers of higher exponent classes were invited to this session and created centers in their rooms. The creation of centers allows for teachers to differentiate instruction and focus in on instructing small strategy groups. The fervor for the creation of learning centers has been sparked as other classroom teachers have begun to implement the use of centers as well.

A 5th Grade teacher hosted a Professional Development session that highlighted the use of a homemade Lesson Plan Books and Data Assessment Binders that she and her colleague had created. The creation of this book lead discussions about the importance of consistent methods of data collection grade-wide, as well as school-wide. As this teacher highlighted her work, grade teams began to speak about how they would like to create assessment binders that met the individual needs of their specific grade. Grade teams planned together what data spreadsheets they wanted to include in their assessment binders. Spreadsheets that would aide in the collection of both hard and soft data specific to grade needs were created by grade teams. Alongside the academic coach, lead teachers on each grade worked together to create individual class assessment binders specific to grade set goals.

At P.S. 132, teachers engage in Professional Development both in and out of house. For the past nine years, teachers who have showed interest in learning more about differentiation during the summer months, attended Confratute at the University of Connecticut. These teachers then turn key their new found knowledge during common preps with their colleagues. Teachers have also participated in Professional Development around the following areas and have presented the content to the appropriate personnel; Title 2B Math Grant, RTI, SESIS & Common Core State Standards. We proudly celebrate teachers and their best practices by selecting teachers to present Professional Development Sessions at congruence meetings. Teachers are selected to present PD based upon the work they do within their classroom settings to support differentiation, their use of data to drive small strategy group instruction and the consistency amongst the classrooms which results in a feeling of school wide cohesiveness.

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).

Highly effective teachers that arise from informal snapshots will become in-house professional developers for our school. A professional development calendar will be created based upon the findings of the informal observations. The series of professional development workshops will assist the administration in imparting higher instructional expectations and standards for all staff members. In turn, an improvement in student outcomes will be noted.

For the first time the administration has created a teacher resource center in the school. Teachers have access to computers, smartboard, school wide curriculum maps, I CAN statements for every grade, teacher resources and materials. In addition, this center is utilized for our weekly professional development sessions. The workshops are presented based on the needs of the teachers. In August, teachers were asked to complete a Teacher Professional Growth Survey. Teachers were asked to write their goals for the school year, as well as the areas they believed they

needed support in. Based on the teachers' needs, a professional development calendar was created. Additionally, professional development is aligned to the observation process. Following each informal observation, teachers are asked to partake in either a Learning Opportunity on ARIS Learn or an "in-house" professional development that may consist of intervisitations or classroom coaching provided by the two academic coaches.

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.).

Our students in Pre-Kindergarten are held to the Common Core State Standards. Pre-Kindergarten teachers are expected to plan curriculum that is aligned to Common Core. Students are expected to know all of their letters and sounds by the end of Pre-Kindergarten. Teachers expose their students to pre-literacy skills, mathematical concept, social studies and science units of study. Such rigorous instruction ensures our students are prepared for the elementary school program

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.

Every week, classroom teachers meet with the administration to discuss curriculum planning, assessments and student progress. On a monthly basis, teachers and the administration analyze student work and data using the ATLAS protocol. During this session, teachers are asked to examine student work taking notice of any trends, patterns and/or observations they have. Then they discuss what they think the data/student work suggests. Teachers then determine what the implications for classroom practice are. Teachers are empowered to facilitate examining student work sessions, along with the academic coaches' support. Teachers are required to create a plan of action for their next steps in the classroom once they identify students' weaknesses and areas of strength

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	462,209.00	X	<u>Section 5a/ Part 4 – Budget and Resource Alignment, Section 5c/ Part 4 – Budget and Resource Alignment</u>
Title II, Part A	Federal	137,063.00	X	<u>Section 5c/ Part 4 – Budget and Resource Alignment</u>
Title III, Part A	Federal	11,200.00	X	<u>Section 5c/ Part 4 – Budget and Resource Alignment</u>
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,851,284.00	X	<u>Section 5a/ Part 4 – Budget and Resource Alignment, Section 5c/ Part 4 – Budget and Resource Alignment</u>

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 132**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 132** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

P.S. 132, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 132 The Conselyea School</u>	DBN: <u>14K132</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</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>2</u>
of content area teachers: <u>N/A</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: ESL is provided to 50 students within our K-5 population. Students scoring at beginner and intermediate levels receive 360 minutes of instruction within the context of Reading, Writing and Math Workshops. Advanced students receive 180 minutes of ESL instruction per week. We provide a push in/pull out program which is implemented during Reading and Mathematics instruction. Health, Computers, Art, Performing Arts & Music instruction is provided to ELLs in English. On staff we have two certified ESL teachers who provide ESL instruction to our ELL students. Our ESL teachers will offer parent orientations at P.S. 132 in early Fall and in the Spring.
In addition to all of the academic support provided to our ELL population throughout the school day, ELL students are offered the opportunity to attend a rigorous After School Program which runs simultaneously with our Academic Test Preparation Program. The administration strongly believes it is imperative that our ELL teacher provides test preparation support to our upper grade ELL students because they need to meet grade level standards. Our ELL teacher provides additional support, after school hours on Wednesdays & Thursdays, to prepare our ELL students for the Statewide ELA & Mathematics exam. The program services from 20 to 30 students two days a week for one and a half hours each day for 20 weeks. In addition, a Saturday Academy will be offered to all ELL students for 3 hours a day for 7 weeks prior to the Statewide Assessments. The ELL teacher, and another Bilingual certified teacher, will provide small group instruction in the areas of ELA and Mathematics. Title III funds will be used to purchase supplementary libraries, writing materials, software and resource books.

Part C: Professional Development

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

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

Begin description here: Our ELL Title III teacher will continue to attend monthly Professional Development Workshops offered by the Children's First Network during the school year. These workshops will provide our ELL teacher with techniques to assist our ELL learners. Additionally, our ELL teacher attends professional development provided by our reading program, Treasures, as well as our math program, Math in Focus: A Singapore Approach to Teaching Mathematics. Most of the school day, our ELL teacher pushes in the classrooms to instruct her students, therefore it is imperative that she is fully trained in the ELA and Mathematics programs utilized in the school. Our ELL teacher is also involved in all professional development around the State wide test preparation. My testing coordinator and data specialist turn key all new information regarding the state wide test to the ELL teacher. This ensures her instruction is cohesive with the instruction taking place in the classrooms. Tittle III will also provide direct professional developments for the Title III teachers working in the after-school program and the Saturday program. The assistant principal schedules the professional develoment workshops for the ELL teacher. The administration, along with the Achievement Coach and Common Core State Standards Coach, will conduct workshops on, Mathematical Strategies for ELLs in January 2015, Bridging the Gap in ELA in February 2015, Bridging the Gap in Mathematics in March 2015. Our ELL teacher will attend grade level meetings as needed.

Part C: Professional Development

This will allow the classroom teachers the opportunity to share success and concerns with the ELL provider. ELL instructor will provide instructional strategies to assist the classroom teachers better serve their ELL students. P.S. 132 devotes common prep planning sessions to analyze data. Each teacher reviewed their current class' data to help launch instruction based upon every student's individual needs.

To assist with our professional development needs, we hired CITE to present a workshop for our ELL parents "Making Connections for our ELLs" in December 2014. Ongoing to 2016.

We empower our staff to make suggestions regarding the professional development they would like to participate in. Teachers are afforded the opportunity to attend professional development workshops. We understand the importance of sharing their best practices with their colleagues. We also encourage inter-visitations within our own school environment. These inter-visitations are dedicated to visiting a classroom where a teacher is implementing a best practice with a group of students. We feel sharing these practices are crucial for continued growth and development as educators.

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: In an effort to increase parental engagement with our ELL parents, we will conduct a ELL Parent University on a monthly basis to assist in the following areas; homework help, Common Core State Standards, ELA & Mathematics instruction support & preparing for the NYS Exams. The coaches & ELL teacher will conduct the ELL Parent University.

In addition, ELL parents will receive a monthly progress report that will inform parents of their child's raw score and/ or reading level. In addition, the progress report will also include the areas students are showing progress in and the areas of weakness. ELL Parents are also provided with their ARIS link id and password so that they can continue to keep track of their students' achievement scores. During parent teacher conferences in the fall, parents in grades 3-5 were given the Acuity website in an effort to have them work their child in the areas of ELA & Mathematics.

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 	<u>\$5,488 - Per Session for After School ELL Instruction</u> <u>\$1232 - Per Session for Saturday Academy</u>	<u>2 bilingual teachers will teach the ELL After school program for 108 hours</u> <u>1 bilingual teacher will teach the ELL Saturday Academy program for 24.4</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$1,120 - Professional Development Workshop Presented by CITE</u>	<u>CITE will present a parent workshop for our ELL parents entitled, "Making Connections for our ELLs" in December 2014.</u>

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.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$2,240 - Workbooks for after school and Saturday Academy</u>	<u>Common Core Aligned NY Ready workbooks will be purchased for our after school and Saturday ELL programs.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1,120 - Parental Involvement money</u>	<u>Refreshments and parent resources will be purchased for our Parent Universities conducted throughout the school year.</u>
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 14	Borough Brooklyn	School Number 132
School Name P.S. 132		

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 Beth Lubeck	Assistant Principal Stephanie Korotz
Coach Tanya Napoli	Coach Ethel Mogielnicki
ENL (English as a New Language)/Bilingual Teacher Dorothy Caldone	School Counselor Beatrice Vazquez
Teacher/Subject Area Marilyn Tirado/ELL instruction	Parent Jennifer Gruber
Teacher/Subject Area Jessica Masullo/4th Grade	Parent Coordinator Yvonne Bach
Related-Service Provider Michael Ferrara/SETSS	Borough Field Support Center Staff Member
Superintendent Alcija Winnicki	Other (Name and Title) Tiziana Como/Psychologist

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	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	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)	631	Total number of ELLs	52	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"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	1

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	14			13		4	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

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					1	3								0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
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.
 ELL Teacher created assessments, Running records, and Spanish LAB. This data provides us with insights on student reading and comprehension abilities in their home language and in their second language. For instance, the Spanish LAB gives us insight on a student's Spanish proficiency both orally and in print. Further, teacher created assessments determine student familiarity with the foundations of reading such as sight words, letter and blends sounds, and irregularities in the English language. This data informs the school's instructional plan by revealing the gaps students have in their language proficiency. It helps teachers to plan lessons that focus on either developing literacy skills in the second language or transferring these skills from the native language to the second language. For instance, if the Spanish LAB reveals strong reading skills in the Spanish language, instruction is geared toward transferring these skills to English. In addition, this data informs differentiation in school instruction at the classroom level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our administration, teachers, and support staff have utilized spreadsheets to assist us in gathering, analyzing and publishing our data. On a monthly basis, teachers are required to submit data gathered in Literacy, Mathematics, Science and Social Studies. Binders, in turn, are created, providing color coded spreadsheets derived from the data. This allows the administration, teachers, and support staff to have a clear insight into each student's areas of strengths and weaknesses. Currently, our ELLs are performing at or below grade level
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 After reviewing our ELL students' NYSESLAT scores throughout the years, most of the students have made gains. After analyzing the NYS ELA and Math Exam scores, we believe it is necessary to revise our plan of action for our ELL students in the upper grades. Although many ELL students have made progress, we are concerned that some students have not made the appropriate gains.
- 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?

After an in-depth review of our data, we decided that our formal spreadsheets will be reorganized to include AIS and ELL services. This will enable each classroom teacher to gain an accurate picture of student and program success. This will also aid each AIS Specialist and ELL teacher in maintaining accountable records. This reorganization will keep data collection consistent and cohesive throughout the entire school community. Through the use of technology and software, we will expand our AIS services to better help our at risk students, for example, Special Education, ELL and AIS students. It is our hope that this will provide our struggling students with the additional practice that is needed.

Home language is also used as an additional subject in Spanish language instruction

The school leadership and teachers are using the results of the ELL periodic assessments to help inform instruction and planning. The periodic assessments reveal areas that ELLs need additional support and development in.

The home language is used to support ELL learning through a Spanish language cluster program and a positive multilingual environment.

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](#).]

All of our ELL students will receive high quality core instruction and within the framework of RTI they will be universally screened and the data will be analyzed through progress monitoring at the Tier 1 level. Through data analysis and teacher observation, students are eligible to receive Tier 2 instruction as they are provided with small group instruction with interventions as needed. Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?
Any struggling ELL student during instruction is encouraged to start at the beginning level of a task. Once students gain mastery during the beginning level, they are encouraged to move into the intermediate level. This continues until they fulfill their grade level learning goals. All lessons plans for ELL teachers has a language objective that is tied to the content objective of the general classroom lessons.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We determine whether our ELL program is successful in a number of ways. Our school analyzes the New York State ELA and Mathematics test scores, and the NYSESLAT test scores. Student work, as well as their proficiency level in the ELL program, are also viewed. If a child has not made any progress, it is evident that additional support is necessary. ELLs have smart goals that are appropriate and measurable for their grade level and language proficiency level.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The process begins with the administration of the Home Language Survey (HLIS) offered to parents at the time they register for school. This helps to identify student's language proficiency. Students that are determined to be eligible for either Bilingual or English as a Second Language (ESL) services is given an informal interview. After this informal interview, students are given the Language Battery Assessment (LAB-R) by a certified ELL provider to determine if they are an English Language Learner or English Proficient. If students are entitled to the program, a letter is sent home to parents to inform them of their child's identification.
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).
Paste response to question here:
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).

Our school psychologist, Tiziana Como, and our Special Education liaison, Michael Ferrara, will determine a student's eligibility for special education services and the language in which more expedient their transition to academic English proficiency. Our ELL teachers, both Ms. Tirado and Ms. Caldone, will group students with disabilities who share a common language together for a home language arts class.

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.
Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will accommodate the parental choices. Our ELL provider ensures that the parents return the Entitlement letters, Parent Surveys and Program Selection Forms. Our ELL provider is in contact with any parents who have not returned their forms.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The school will send an entitlement form letter home to the families.
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.
In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL students and they can visit the classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will accommodate the parental choices. Our ELL provider ensures that the parents return the Entitlement letters, Parent Surveys and Program Selection Forms. Our ELL provider is in contact with any parents who have not returned their forms.
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.
Our ELL teachers contact the parents if they do not return the Parent Survey in a timely fashion. We use spreadsheets to keep track of our parent program choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If the ELL teachers were not successful in obtaining the Surveys and Selection forms, our Parent Coordinator will reach out to the families and offer support in filling out the forms here at school.
9. Describe how your school ensures that placement parent notification letters are distributed.
The administration meets with the ELL teachers to review the list of parents who will receive the parent notification letters. The administration requests copies of all notification letters that are sent home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ALL ELL documentation is kept in the Main Office and the Assistant Principals 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.
The speaking section is administered to all ELL students individually by another teacher who also records their scores. During the three major days of testing, students are given the NYSESLAT exam based on their appropriate grade band. They are administered the listening section of the exam either by an ESL teacher reading aloud or a CD depending on the grade level. Students are given as much time as they need to complete the reading and writing sections of the exam on days 1, 2, and 3. The writing section is graded by a group of teachers who have attended trainings.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The administration meets with the ELL teachers to review the list of parents who will receive the parent notification letters. The administration requests copies of all notification letters that are 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).
After reviewing the Parent Survey and Program Selection Forms for the past few years, the majority of our parents select the ESL instructional program. Any parent who wishes to have the child enrolled in bilingual services or a dual program, accommodations are made to assist our families in finding placement within the district.

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.

In the Push-In/Pull Out ESL program we have 52 students, from grades Kindergarten - Fifth. The ELL students range from Beginner to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out services. The program model is homogenously grouped according to their proficiency levels.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

Our ELA and ELL providers assist the students during classroom instruction. Conferencing, informal assessments, running records and AIS services are done in class as well as during pull out sessions.
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.

In mathematics, in order to ensure our students' academic success, we embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.

 - Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
 - Provide opportunities for students to familiarize themselves with mathematical language, such as reading, solving word problems, and using the interactive math word wall.
 - Incorporating writing as a component of the mathematics lesson, for example, journals.
 - Provide opportunities to execute problem solving strategies, both written and verbally, to justify their answers.
 - Ensure the identification and analysis of student strengths and weakness to drive and differentiated instruction.
 - Collaboration between content area and ESL teachers to map out specific student needs.
 - Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs such as Quality Teaching for English Learners and Community Learning Support Organization.
 - Ensure that the Academic coach works closely with teachers to support rigorous instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ELL teachers work closely with our Testing Coordinator to ensure the correct number of assessments are ordered for each language throughout the school year. This includes periodic assessments and state assessment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Using the ELL Periodic Assessments, our upper grade ELL students are evaluated in all four modalities of English acquisition. Our lower grades, utilize the MOSL ELA Performance Assessments which evaluated all four modalities of English acquisition.
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

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- *An informal student assessment to identify the student's Academic Intervention Service needs.
- * A buddy system pairing the new student with another student in his/her class that will assist during the day with daily lessons and classroom routines.
- *Encourage students to participate in the Saturday Program and After School activities.

Plan for SIFE: At the present time, we do not have any SIFE students in our school. However, our plan of action would be to provide the students with academic intervention services in both ELA and Math. In addition, we would provide these students with ELL after school ELA and Math Program.

Plan for Long Term ELLs:

Our action plan for long term ELLs is to monitor the progress of students in all content areas and to differentiate instruction for literacy and mathematics. Our long term ELLs are provided with the following:

- AIS services in both Literacy and Mathematics.
- An After School ELA and Math program, targeting reading, writing, and math skills.
- Long term ELLs are encouraged to attend our ELA/Writing and Math Saturday program.

Plan for Special Needs Students:

Our policy for special needs students includes:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher and members of the School Based Support Team that are familiar with IEP mandates.
- Monitoring newcomers and SIFE students for possible special needs status when necessary.

Our ELL students with special needs are encouraged to attend the following:

- After School ELA/Writing and Math program.
- AIS services in both Literacy and Mathematics.
- ELA/Writing and Math Saturday program.

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

If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services as defined in CR Part 154-2.3

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

Plan for Special Needs Students:

Our policy for special needs students includes:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher and members of the School Based Support Team that are familiar with IEP mandates.
- Monitoring newcomers and SIFE students for possible special needs status when necessary.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ELL students with special needs are encouraged to attend the following:

- After School ELA/Writing and Math program.
- AIS services in both Literacy and Mathematics.
- ELA/Writing and Math Saturday program.
- : :

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

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

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

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



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

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

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

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

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

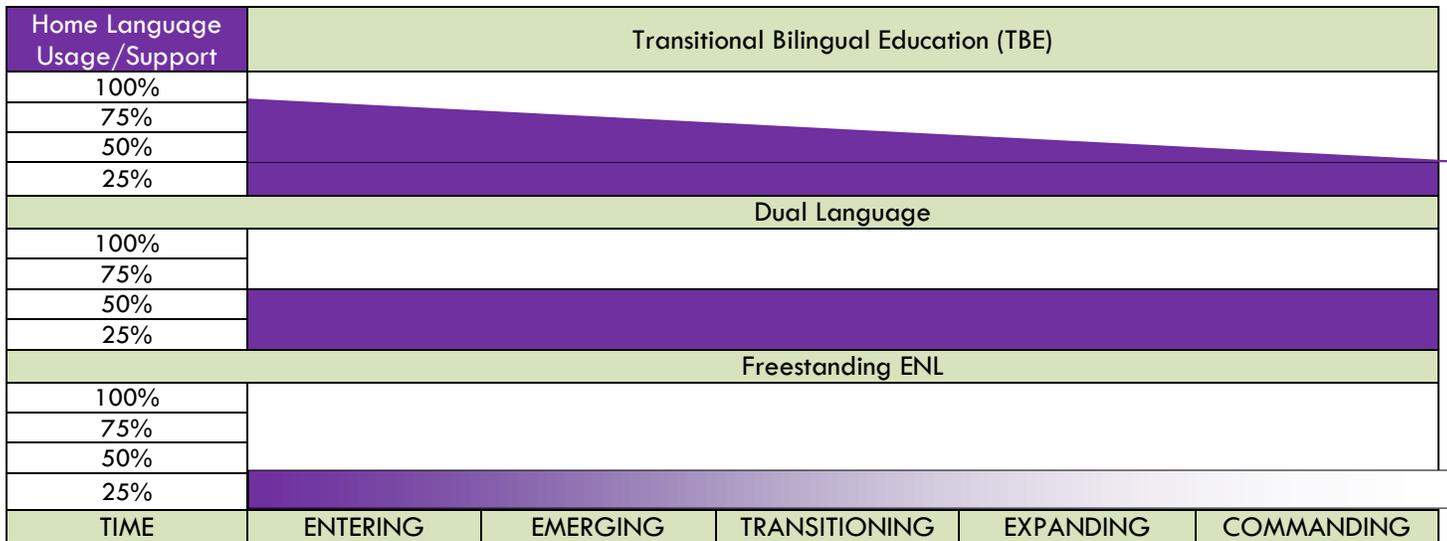


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for struggling ELL students and those performing below grade level.
- After School classes to help students on all levels to become familiar with the format of the NYSESLAT.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, our plan is to:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Foster collaboration between classroom teachers and ESL teachers to create a stable or strong learning community.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in conversations.
- Incorporate all language modalities during the lesson, for example group discussions and journals.
- Ensure that teachers analyze student's data to identify strengths and weakness and utilize the findings to drive differentiated instruction.
- Encourage teachers to participate on professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Academic coach works closely with all classroom teachers and ELL teachers to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and glossaries in the classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Academic coach works closely with teachers to support rigorous instruction.

Our ESL program is delivered in English. All the services are provided according to the student's grade and proficiency level. ELL students who have reached the proficiency level on the NYSESLAT are given extended time on all State Exams for two years. In the case that the school offers a Reading or Mathematics After School or Saturday program, the former ELLs are strongly encouraged to participate.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We believe our ELL program is effective because teachers have observed ELL students are more engaged during instruction and feel more confident speaking in front of classmates because their confidence level has increased. In addition, our ELL students are showing improvement on classroom assessments.

12. What new programs or improvements will be considered for the upcoming school year?

We are in the process of reviewing new innovative ELL programs aligned with the Common Core State Standards.

13. What programs/services for ELLs will be discontinued and why?

We are considering discontinuing the Rourke literacy program because it requires technology usage which becomes problematic in many classrooms.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students are afforded equal access to all school programs. Some examples are; Music, Art, Computers, Performing Arts, interest based clubs, Enrichment, After school programs and Saturday Academy.

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.

All of our classrooms have Smartboards and computer access. Therefore, our ELL students can utilize software programs such as Starfall, Rosetta Stone, Reading Eggs and Study Island to provide them with the additional support they need. Students are encouraged to listen to books on tape to assist with fluency and articulation of letters and words. Leappads are also provided

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

All ELL students have access to the computer programs in their native language during Technology instructions.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In the lower grades, we utilize McGraw Hill's Treasures Literacy program. Within this program, there is an ELL support system and resources aligned to the Common Core State Standards. In the upper grades, we utilize graphic organizers during literacy instruction to assist with classroom instruction. The graphic organizers provide a scaffolding approach to the instruction being presented in the classroom.

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

We provide parents with websites that they can utilize at home before beginning school. In addition, we have found that many of our ELL students start their education in Head Start programs. The ELL teachers begin their support by engaging new ELLs in interactive learning games and/or activities. These games enable students to interact with the ELL instructors and begins to build a trusting relationship between the new ELLs students and their teacher.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A:

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.)
Both of our ELL teachers will engage in a Professional Learning Community throughout the school year. They will focus heavily on language acquisition in alignment with the core content area instruction. They will conduct a needs assessment based on the ELL students data and then determine what areas of the ELL program need to strengthen or be omitted. The teachers will conduct research and apply highly effective strategies during their ELL groups. The PD will be monitored by the administration. Classroom teachers who are also interested in such a professional learning community will also participate in the study group.
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?
Our ELL teachers participate in the same Professional Development that our classroom teachers engage in. Currently we work closely with Anne Grayson, a staff developer from Creative School Solutions, who has worked closely with all of our teachers on implementing guided reading in the classroom. Guided reading is a strategy that our ELL students would benefit from, as they begin to learn the English language and learn how to read. Additionally, our ELL teachers have engaged in Thinking Maps PD. The eight Thinking Maps form a common visual language; a language that can be easily understood and used by students and teachers of every age, level and subject area, within a school building. The maps spring from a developmentally sound and academically proven strategy and they are supported by a committed cohort of educators who are part of the Thinking Maps Community. The eight Thinking Maps enable students to become fully engaged in the act of learning.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All of our fifth grade students engage in high level & engaging instruction. Our fifth grade teachers have visited and collaborated with middle school teachers to ensure that they adequately prepare them for middle school curriculum. In addition, our guidance counselor, works very closely with our fifth grade students and teachers throughout the middle school selection and articulation process, to ensure a seamless transition into 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.
Our two ELL teachers will work collaboratively in a professional learning community every Monday during our PD time. They will partake in a minimum of 50% of the required professional development hours, including a focus on language acquisition in alignment with core content area instruction. Additionally, there will be a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL students.

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?

There is a Parent Orientation in September for every grade. At this meeting, the teacher has the opportunity to introduce herself, or himself. Monthly and yearly goals and expectations are discussed as well as classroom rules and school policies.

A parent survey is distributed in the Fall to assess what future workshops parents are interested in attending, for example, how to better assist children when completing their homework. Parent workshops are then conducted based on the needs and interest of the parents. These workshops will be advertised on flyers and community posters as well as on our school website. Translation is available.

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.

All of our ELL related documents will be kept in the students' cumulative record folder. The ELL documents will be forwarded to a DOE school upon transfer to another DOE school. An ELL Folder of Critical Documents will be contained in the Assistant Principal's office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our school holds various parental involvement activities. At Halloween time, a Harvest Festival is held in our cafeteria, gym and courtyard. This activity includes food, games and fun for all. To celebrate Read Across America, our staff, children, parents and community guest readers, all dress in comfortable pajamas and march in a parade. To welcome the Spring, A Kite Festival is held in a local community park where colorful kites are flown with music, food, crafts and fun-filled activities. This year, we have added to our festivities with a school-wide Walk-a-thon.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Last year, we hired CITE to conduct parent workshops for our ELL parents.

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

We evaluate the needs of parents by using the Parent Survey as our guide.

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

ELL parents wanted support in helping their children at home with their homework. Therefore, we hired CITE to present a workshop on simple ways to assist your child with homework.

D. Additional Information

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

Paste response here:

School Name: <u>P.S. 132</u>		School DBN: <u>14K132</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Lubeck	Principal		9/22/15
Stephanie Korotz	Assistant Principal		9/22/15
Yvonne Bach	Parent Coordinator		9/22/15
Dorothy Caldone/Marilyn Tirado	ENL/Bilingual Teacher		9/22/15
Jennifer Gruber	Parent		9/22/15
Jessica Masullo	Teacher/Subject Area		9/22/15
Michael Ferrara	Teacher/Subject Area		9/22/15
Tanya Napoli	Coach		9/22/15
Ethel Mogienicki	Coach		9/22/15
Beatrice Vazquez	School Counselor		9/22/15
Alicija Winnicki	Superintendent		9/22/15
	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: **14K132** School Name: **P.S. 132**
Superintendent: **Alicja Winnicki**

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.

P.S. 132's staff identifies English Language Learners by offering the parents a Home Language Survey (HLIS) at the time of registration in order to identify the child's language proficiency. If the child is identified as an eligible candidate for either Bilingual education or English as a Second Language (ESL) instructional services, an informal interview is given to the candidate. Following the informal interview, the candidate is given the Language Battery Assessment (LAB-R). The purpose is to identify the child as an English Language Learner or English Proficient. Our certified ELL Provider conducts the initial screening and administers the LAB-R. An entitlement letter is then provided to parents to inform them about the child's identification. The child is then enrolled in the appropriate program within ten days. Any student who is entitled for ELL services is required to take the NYSESLAT in the Spring of the current school year. The NYSESLAT is administered to ELLs annually to assess their English Language Performance. The data from the NYSESLAT will show if our ELLs are making gains annually in the areas of Speaking, Listening, Reading and Writing. This service will continue until the child becomes proficient.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL students and they can visit the classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will accommodate the parental choices. Our ELL provider ensures that the parents return the Entitlement letters, Parent Surveys and Program Selection Forms. Our ELL provider is in contact with any parents who have not returned their forms.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the majority of our parents select the ESL instructional program. Any parent who wishes to have the child enrolled in bilingual services or a dual program, accommodations are made to assist our families in finding placement

within the district.

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.

Spanish, Chinese, Korean, Haitian and Tibetan

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.)

Welcome Letters from all teachers - Opening Week of School
Orientation Packets provided by all teachers - September 17, 2015
Arrival & Dismissal Procedures - First Day of School
Monthly School Events Calendars
Attendance Policy - September 2015
Social & Emotional Learning - Infusing the Habits of Mind in our Classrooms - September 2015
Fall Book Fair Fundraiser - September 2015
Halloween Parade Event Flyer - October 2015
Parent Teacher Conferences Notificaton Letter - November 2015 & March 2016
Weekly Newsletters Provided by All Teachers - Weekly sent via email and hard copy throughout the year 2015-2016
Community Service Project Family Letters - Sent to the families monthly throughout the year 2015-2016
Parent Workshops - Provided by CITE - Conducted 6 times throughout the year 2015-2016
Performance Notificaton Letters - Sent to all families throughout the year 2015-2016
PTA Meeting Notification Letters & Agendas - Sent to the families monthly throughout the year 2015-2016
SLT Meeting Emails - Sent to families monthly throughout the year 2015-2016
Launch of Performing Arts Residencies Notification Letters - Sent throughout the year 2015-2016
After School Program Nofificaton Letters - Sent to the families November 2015
Saturday Academy Notification Letters - Sent to the families Februray 2016
State Exam Notification Letters - Sent to the families March 2016
Periodic Assessment Notification Letters - Sent to the families four times throughout the year 2015-2016
STARS Report Cards - November 2015, March 2016 and June 2016
Supply Lists - June 2016

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.

Meet the Teacher Night - September 17, 2015
Parent Teacher Conferences - November 2015 & March 2016
Parent Workshops - Six times throughout the year 2015-2016
SLT Meetings - Monthly throughout the year 2015-2016
PTA Meetings - Monthly throughout the year 2015-2016
Teacher calls to parents - Daily
Administration calls to parents - Daily
Support Staff calls to parents - Daily
Arrival & Dismissal - Parent & Teacher share conversations
Performances - Various times throughout the year 2015-2016

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.

Typically, our ELL teacher translates our Spanish letters that are sent home to parents. For our other languages, we utilize online translation sites to assist with the translation of documents. We prepare the documents that are being sent home two weeks in advance to ensure our translators have sufficient time to accurately provide 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.

If we are in need of face to face Spanish translation, we utilize our ELL teacher, or our community assistant or paraprofessionals. For the other languages needed for translation, we utilize interpreters over the phone, or the parent brings a family member to assist with the translation.

Part D: Training Staff on Policies and Procedures

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

The administration will disseminate all of the necessary information regarding Translation services during our Professional Development Monday session in September. In addition, the administration will provide teachers with the T & I Brochure, Language ID Guide & Language Palm Card.

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

The school will disseminate all pertinent information regarding Translation services during our first PTA meeting conducted on September 22, 2015. The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Additionally, the school will post in a conspicuous location near the entrance of the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Our schools safety plan will contain procedures for ensuring parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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)

Through parent surveys and meetings with parents, we will gather feedback regarding the quality and availability of translation services.