

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **18K235**

School Name: **P.S. 235 LENOX SCHOOL**

Principal: **LAURENCE LORD**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Janice Marie Knight School School Number (DBN): 18K235
Grades Served: PreK - 8
School Address: 525 Lenox Road Brooklyn, NY 11203
Phone Number: 718 773-4869 Fax: 718 773-0048
School Contact Person: Laurence D. Lord Email Address: llord@schools.nyc.gov
Principal: Laurence D. Lord
UFT Chapter Leader: Janet Zysberg
Parents' Association President: Carleen Dennis
SLT Chairperson: Adrienne Wallace-Bearak
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Andrew Vaughn
Student Representative(s): N/A

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 E 95th St, Brooklyn, NY 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: (718) 566-6008 Fax: (718) 649-7074

Borough Field Support Center (BFSC)

BFSC: _____ Director: Cheryl Watson-Harris
Director's Office Address: 415 89th St., Brooklyn, 11209
Director's Email Address: CWatson21@schools.nyc.gov
Phone Number: 718 759-4862 Fax: (718) 759-3910

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)
Adrienne Wallace-Bearak	*Principal or Designee	
Janet Zysberg	*UFT Chapter Leader or Designee	
Carleen Dennis	*PA/PTA President or Designated Co-President	
Patricia Tesoriero	DC 37 Representative (staff), if applicable	
Andrew Vaughn	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	
Marsha Thompson	Member/ Parent	
Erica Brandford	Member/ Parent	
Andrea Riggins	Member/ Parent	
Chris Ramsaran	Member/ 2nd Vice President	
Cynthia Rainbow	Member/ Teacher	
June Davenport	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Horsford	Member/ Parent	
Veronica Campbell	Member/ Parent	
Maria Duncan	Member/ 1st Vice President	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 235 - Janice Marie Knight School is a PreK-8 school with 1267 students and growing. The population of the school is Asian: 1% | Black: 94% | Hispanic: 2% | White: 1%. Our school community is quite unique as we have students located at three sites. Our Main Building comprises the majority of our elementary school students. At our Early Childhood Center seven kindergarten classes, one first grade and one second grade class is located. Our middle school students are located at our Lenox Academy. Although our three sites are separated by distance, our student and teacher initiatives keep us united as one. At all of our sites we have grade and community appropriate events. One of our most successful initiatives is our No Place for Hate program. The need to raise awareness with regard to how we treat one another and what is happening in our communities and the world is so vital that we felt it necessary to create a teaching position with just that focus. At our Main Building Mr. Eisen meets with 25 classes per week and discusses many of the most sensitive issues of our times. At our two other sites we have teachers who also discuss the issues of our times and it is all tied together into an awareness of how we all treat one another and the importance of community. Under the umbrella of our No Place for Hate program we have involved all of our teachers and students and many of our parents in activities such as; Unity Day, Respect for All Week, Anti-Bullying Presentations, City and Penny Harvest, Toys for Tots and Caroling at the Nursing Home. The underlying theme that binds all of these programs and initiatives together is that we are never alone. As a school we must always work together to help and support one another and in turn make our communities caring places to live.

PS 235 - Janice Marie Knight Schools Mission Statement directly ties into the Chancellors Framework for Great Schools in all areas. In particular we believe that only with "Strong Family-Community Ties" and "Trust" can we grow academically and socially as a school.

Mission Statement

In recognition of the unique abilities and talents of our students, staff, parents and school community, we endeavor to work together to provide quality educational programs and experiences in order to maximize each child's potential/capabilities. In addition, the school community will endeavor to ensure that each child's ambitions and aspirations are realized.

Essential components of the school environment are staff, parent and community interactions, self-esteem, pride, mutual respect, orderliness and a commitment to excellence.

Therefore, the parents, staff and community will work collaboratively to ensure that these components are actualized through the appropriate utilization of resources and support systems and the effective operation of the School Leadership Team.

PS 235 - Janice Marie Knight Schools is committed to presenting educational programs that are designed to help each student develop personal knowledge, skills and competence to his or her maximum potential, and to establish behavioral patterns which will enable each student to become a responsible and contributing member of society. While at P.S.235 - Janice Marie Knight School we expect to assist students in developing and nurturing their individual abilities, with your support as your child's parent/guardian, we also expect to help students achieve intellectual competence in the Common Core Learning Standards.

The PS 235 - Janice Marie Knight School has a very stable staff and student body. Once registered in our school most children remain with us through their elementary years. This gives our staff the ability to be a steady part of their lives. It also allows us the opportunity to establish lasting relationship with their families. Our staff, at all three buildings, has

been extremely stable. This stability allows our students to receive the benefits of years of professional development and experience. Our experienced staff works cohesively in many teams including Pupil Personal Team, Grade Leader Team, Inquiry Teams, Vertical Alignment Team and Administration Team. The teachers support one another always focusing on community and student needs.

Effective School Leadership was a large part of this year's initiative. The Administration team has a combined total of over 90 years of experience with the Department of Education. This speaks volumes about the dedication and hard work that is put forth every day in order to make our teachers more effective and students successful and prepared for college career and readiness . Through this leadership our Professional Learning has taken on a life of its own as the staff embraces many types of development all for the purpose of helping our students grow.

As the population of our school continues to increase not only do we need to continue to instill a sense of community in our students but we must also focus on the academics. As we continue to make strides in student growth we must pay attention to specific areas of academic need. In particular our third grade ELA and Math scores. It is only through Rigorous Instruction in a Supportive Environment can both students and staff members succeed in meeting their potential.

18K235 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1274	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	9	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	64.5%	% Attendance Rate		95.1%
% Free Lunch	65.6%	% Reduced Lunch		13.1%
% Limited English Proficient	1.1%	% Students with Disabilities		7.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		94.5%
% Hispanic or Latino	2.2%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	1.2%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.9	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.4%	% Teaching Out of Certification (2013-14)		4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.51
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	54.3%	Mathematics Performance at levels 3 & 4		56.9%
Science Performance at levels 3 & 4 (4th Grade)	94.8%	Science Performance at levels 3 & 4 (8th Grade)		96.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		94.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The 2014-2015 K-8 School Quality Snapshot report indicates that math growth in the upper grades continues to rise and because of these scores we have been deemed a REWARD SCHOOL. Growth in the lower grade, although showing gains, is not as strong. Our goal is to continue both the strong growth that we are showing in some grades and to increase growth in those that are not. Through focusing Professional Learning in the area of Math we will work will our staff to increase their better pedagogy and strategies to help our students growth in Math. In addition we will be working with our parents through increased workshops to be able to assist their children in the area of Math.

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.

5a) Rigorous Instruction: By June 2016, 80% of students grades 3-5 including Students With Disabilities and English Not their Language students will increase their progress in levels 3 & 4 by 10% on the New York State Math Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • 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 meet in grade meetings and engage in grade rotation in which entire grades vertically meet to analyze student data and analyze curriculum focusing on math language, and problem solving as included in the Mathematical Practices Standards, particularly standards 1 - 4 & 7. Teachers plan lessons & Performance Tasks. Performance Tasks will be created and implemented at the end of 4 units of study in October, December, February, & April.</p>	<p>All students in grades 3-5, including SETSS & ENLs</p>	<p>Ongoing, 2015-2016 school year.</p>	<p>All classroom teachers in grades 3-5, math & literacy coaches, SETSS & ENL teachers administration.</p>
<p>SETSS & ENL teachers will monitor progress & update parents 3x a year (after baseline, formative & summative assessments).</p>	<p>Parents of SETSS & ENL students</p>	<p>September, January, May</p>	<p>SETSS & ENL teachers</p>
<p>All staff and the PTA will design and present workshops designed to engage families and support their understanding of rigorous instruction and the Common core so families can support their children at home. These workshops will be given at various times so that all parents can attend.</p>	<p>All parents will be targeted with an emphasis on the bottom third.</p>	<p>Ongoing, 2015-2016 school year.</p>	<p>All staff in grades PreK - 8, math & literacy coaches, SETSS & ENL teachers, Parent Coordinator, PTA and administration.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Resources will include all staff members and workshops funded by both the school and the PTA. Instructional resources will include the online components of Go Math, Journeys, myON and iXL. Funding will come from Per Session, Fair Student Funding, Title 1 SWP and TL Data Specialist funds.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

Formative & summative test results are analyzed by teachers in grade meetings. Teachers engage in Looking At Student Work with a focus on unit Performance Tasks in October, December, February & April. Increased student performance in the areas of Math and English Language Arts as scored on their rubrics will be used as a measure of achievement in the mid-point benchmark toward meeting our school goals.

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.

Over the last few years we have had a continued decrease in the amount of occurrences that have occurred in school. In the 2014-2015 OORS summary report, we had a combined total of 7 level 3 and 5 level 4 incidents. This has been achieved through a continued focus on the schools culture and environment. Our No Place for Hate program reaches over 750 students weekly and inspires our students to discuss, learn and accept others. In addition we have a strong team of faculty and administrative staff who meet with students to deescalate and defuse any issues regardless of size before they get out of control. This level of communication and conversation makes for a very trusting environment that allow the students to approach and discuss anything that upsets them. Due to the stability of our staff the parents also have a level of trust the allows all of us to work together for the students.

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.

5b) Supportive Environment: By June 2016, there will be a 20% decrease in student behavior occurrences in OORS level 3 & 4 reporting as compared to the 2014 -2015 school year.

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) 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>Instructional rounds will focus on practices regarding Danielson 3c - Engaging Students in Learning will be focused & employed to minimize downtime in classrooms. Students will be more actively & intellectually engaged at all times.</p>	<p>Students in grades K-8</p>	<p>Ongoing during PL time on Mondays & Tuesdays</p>	<p>All teachers</p>

Classroom discipline plans will include structures & consistent consequences. Teachers will create & monitor student behavior against established standards of conduct. Students will be aware of established standards of conduct & consequences in place.	Students in grades K - 8	September	All teachers
A behavior management system will be implemented in the lunchrooms. The S.E.A.L program (Self Enrichment & Leadership) will focus on anti-bullying & tolerance. Trips in grades 3 - 5 to the Indian Museum, African Burial Grounds & the Jewish Heritage Museum during the school year.	Students in grades K - 8.	Ongoing	All staff, including Guidance & SBST & school aids. administration
Parents will be made aware of these established standards of conduct & consequences thereof. The creation & distribution of a School Handbook detailing school-wide discipline policies. During parent engagement, parents will be updated on their child's behavior. During the Fall Orientation parents will be given individual classroom policies.	All parents	October Orientation & ongoing	All staff, including Guidance & SBST & administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Resources will include all staff members to make students aware of their actions. Funding will come from Per Session, Fair Student Funding, Title 1 SWP and the PTA. Instructional resources will include our expansion of the Growth Mindset from grades 6-8 to grades 3-5. Our newly created Parent Handbook will all the parents to better understand the goals of the school and invite them to more involved in it.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	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.
Review/discussion of OORS reports & all incidents during weekly cabinet meetings. We will be monitoring the occurrence reports and the level of the infractions as compared to previous years to assure that our incidents continue to decrease. It is important to continually monitor this so that if we see a pattern of occurrences we address them immediately.
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.

During Professional Learning, Vertical and Grade inquiry meetings it was noted that students made progress and improved in structuring their writing. The focus for the year was on improving the structure of reading and writing as there were school wide gaps based on our Spring 2014 MOSL and Fall 2014 mClass reading 3D reading levels. Teachers across the grades worked to provide instruction that targeted the structure of writing and reading comprehension. Through the next few months our teachers created and chose grade level uniform rubrics which helped the students better understand what is expected of them in order to be a good writer. As the area of writing continued to be addressed the students were being exposed to more literature which increased their reading levels by different amounts.

In addition we trained our CORE first grade teachers in the use Foundations. This program was used all year with three classes to determine whether it made an impact on the students overall ELA abilities. During the End of Year mClass Reading 3D assessments the teachers found that the students were using the strategies they learned in Foundations to read the passages which lead to higher reading levels and better comprehension. With these results we have purchased Foundations for our CORE classes’ grades K-2 including special education classes and for our ENL teacher.

Strengths :

- Teachers eagerly work collaboratively during Professional Learning to learn about Rigor, Questioning and RtI .
- Teacher revise and refine curriculum based on best practices
- Grade-level and vertical inquiry teams meet monthly to discuss student progress; identify strengths and areas of improvement, common trends and implications for teacher practice

Needs :

- Further increase students’ writing proficiency and reading levels through continued progress monitoring through the use of baseline, formative and summative assessments. As well as classroom assignments.

Priority Need :

The priority need for this goal is to increase achievement and comprehension in English Language Arts. As measured by the End of Year MOSL and State exams.

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.

5c) Collaborative Teachers: By June 2016, 80% of students in grades K-5 will increase their reading levels a minimum of 3 letters as measured in mCLASS Reading 3D. One of the goals this year will be focusing on Literacy through math. The increased exposure to a wider variety of Tier 1 and Tier 2 words will allow the students to develop an increased vocabulary. This will help the students with their reading level in the areas of word recognition and comprehension.



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In grades K - 2, Wilson Foundations is being implemented to address basic phonics.</p>	<p>All students in grades K - 2</p>	<p>Daily for 20 minutes</p>	<p>Teachers of grades K - 2</p>
<p>Grades 3 - 5 will engage in genre study during media/reading periods.</p>	<p>All students in grades 3 - 5</p>	<p>1x per week</p>	<p>The media/reading teacher</p>
<p>Specialized software, myON, is being used in grades K - 5.</p>	<p>All students in grades K - 5</p>	<p>Ongoing throughout the school year</p>	<p>All teachers of grades K - 5</p>
<p>Progress reports to parents regarding reading levels will be distributed quarterly.</p>	<p>All parents</p>	<p>4x per year</p>	<p>All classroom teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources will include all staff members, workshops and an expansion of the use of Wilsons Foundations to include grades K, 1 and 2. These programs will be funded through both school funds and workshops through the PTA. Instructional resources will include the online components of Journeys and myON. Funding will come from Per Session (Data Specialist) , Fair Student Funding and Title 1 SWP</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		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.

This year we will be increasing report cards from three times a year to four times a year. This will increase parent/teacher communication allowing staff and parents to have greater communication to the benefit of the students. As the students work towards the second report card staff and parents will be able to measure their progress towards their individual year end goals.

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

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

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

Part 1 – Needs Assessment

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

Based on the snapshots from the 2014 - 2015 year there was one rating of developing and a majority of effective ratings with a few highly effective. This year we will be focusing on Danielson 1a - Demonstrating Knowledge of Content and Pedagogy and Danielson 3c - Engaging Students in Learning. With our focus on these we will increase teacher best practices which will help to increase pedagogy and growth in both ELA and Math.

Part 2 – Annual Goal

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

5d) Effective School Leadership: By June 2016, there will be a 20% increase in the number of teachers delivering effective or highly effective instruction with a focus on Danielson 1a - Demonstrating Knowledge of Content and Pedagogy as evidenced and 3c - Engaging Students in Learning as evidenced by teacher ratings at the end of the year as compared to June 2015.

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>
<p>Instructional Rounds will be implemented. Teacher Teams will plan, observe & debrief lessons with a focus on Danielson 1a- Demonstrating Knowledge of Content &</p>	<p>Classroom & cluster teachers in grades K-5</p>	<p>Ongoing during PL time on Mondays & Tuesdays</p>	<p>All teachers & administration</p>

Pedagogy and Danielson 3c Engaging Students in Learning.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources will include all staff members. Funding will come from Per Session, Fair Student Funding, Title 1 SWP and TL Data Specialist funds.											
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.
Snapshots during the 2015 - 2016 school year will be monitored and discussed during weekly cabinet discussions. We will also have discussions with our reading and math coaches to discuss areas of strengths and needs that are being seen in individual classes, grades and school wide.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the 2013-2014 NYC School Survey Report, 30% of parents responded falling below city averages. 36% of parents responded that they have been invited to an event at school (workshop, program, performance, etc.) 1- 2 times. These results have barely changed over the years. We have many initiatives that have been designed to increase parent involvement. These include a new parent coordinator who is very involved with our parents, a newly created Parent Handbook to make our parents aware of many of the events this year and ways to contact the school, a wider array of using the Parent Engagement time to allow parents to attend more workshops in many areas all designed to help their children.

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.

5e) School Family-Community Ties: By June 2016, there will be a 20% increase in the number of parent participating in parent workshops, parent conferences, PTA meeting and school events. This will be accomplished through the use of greater communication with the parents through newsletters, parent coordinator outreach letters and coordinated effort by all staff to create grade wide workshops that will be presented at different times so that more parents can attend.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Telephone & letters home outreach, especially regarding attendance for school events not normally attended such as the 100 Day Olympics, Literacy Day, the Art Show, & the Anti-Bullying Fair. Volunteer outreach for all school events.</p>	<p>Parents</p>	<p>Ongoing</p>	<p>All school staff, administration, PTA & SLT.</p>
<p>The creation & distribution of a School Handbook detailing dates of parent workshops, parent conferences, PTA meetings & school events. Continued updating of website & PTA Facebook page.</p>	<p>Parents</p>	<p>September & ongoing</p>	<p>Administration, PTA</p>
<p>A minimum of 4 parent workshops including Math, ELA, and Common Core.</p>	<p>Parents</p>	<p>2 of the 4 will be held in October & February</p>	<p>Parent coordinator & various teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Parent Coordinator, internet presence for staff, students and parents, workshops from both inside and outside sources. Resources will include all staff members and workshops funded by both the school and the PTA. Instructional resources will include parent training in Go Math, Journeys and myON. Funding will come from Per Session, Fair Student Funding, Title 1 SWP and TL Data Specialist funds.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, there will be a 10% increase in the number of parent participating in parent workshops, parent conferences, PTA meeting and school events. This will be measured by the attendance during this years events as compared to the previous years.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	-State ELA exam -mClass Reading 3D reading level - Journeys Baseline Assessments -teacher observations	Balanced Literacy : shared reading/writing, read aloud, interactive reading/writing, guided reading/writing, close reading	-Whole group -Small group -RtI Tier I, II, III -Push-in, pull-out models for RtI and ENL services	During and after school
Mathematics	State Math exam -GoMath Baseline assessment -GoMath performance tasks, chapter tests and unit tests -teacher observation	Workshop Model -guided practice -problem of the day -explicit modeling -strategy reteach-Tier I, Tier II -guided math -enrichment	Whole group -Small group -RtI Tier I, II, III -Push-in, pull-out models for RtI and ENL services	During and after school
Science	Science state exam -Science unit tests -Science performance task -teacher observations	Teach, model, hands-on-experience, reteach, guided practice	Whole group -Small group -RtI Tier I, II, III -Push-in, pull-out models for RtI and ENL services	During school
Social Studies	Social Studies performance task -teacher observations	<i>-Balanced Literacy : shared reading/writing, read aloud, interactive reading/writing, reading/writing</i>	Whole group -Small group -RtI Tier I, II, III	During school

		<i>workshop, writing, close reading</i>	-Push-in, pull-out models for RtI and ENL services	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, SETSS	Combination of all above as strategies for individual students are explored	Small group and individual	During, and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none">• Administrative staff will recruit excess staff from schools within the district & attend hiring fairs to identify & recruit highly-qualified teachers.• Mentors and coaches support struggling & un-qualified teachers.• PD regarding the Danielson Framework focuses teachers on best practices of instruction.<ul style="list-style-type: none">• The pupil personnel secretary will continue to work closely with our South Brooklyn appointed HR personnel to ensure that non-HQ meet all required documentation & assessment deadlines

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none">• PL will include study groups and grade conferences focused on Rigor & Questioning.• Discussion techniques and the Depth of Knowledge (DOK) matrix in study groups<ul style="list-style-type: none">• Analyzing data, map adjustments & vertical alignment ensure that all staff enable all students to meet CCLS

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.).

To ensure that our children have a smooth transition from prekindergarten into kindergarten, our pre-kindergarten team provides an environment that meets the social and emotional needs of the children through strong teacher collaboration and parental involvement. Our pre-kindergarten teachers work collaboratively. Each week during inquiry they have an opportunity to develop their units of study, look at student work and create different types of assessments that are used to monitor students’ growth. All lessons taught within the unit of study are aligned with the New York State Prekindergarten Foundation for the Common Core. Each lesson builds upon each other and learning centers are developed not to reinforce concepts are being taught in the classroom. Throughout each unit work samples are collected and assessments are administered in order to monitor children’s growth and are used to plan for upcoming lessons to meet the students’ needs.

To encourage parental involvement, during each theme various home-school activities are sent home. This gives families the opportunity to work together on meaningful activities. In addition, parents are encouraged to take out books from the library which focus on the theme, this includes both fiction and non-fiction texts.

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.

Our curriculum maps, designed by teachers, have embedded performance tasks for each unit. In addition the programs we are using allow teachers to select from various types of assessments provided by these programs.

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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	757,171.00	X	5A - 5E
Title II, Part A	Federal	162,209.00	X	5A - 5E
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,339,664.00	X	5A - 5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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. 235 - Janice Marie Knight School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. 235 - Janice Marie Knight School will support parents and families of Title I students by:

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

[School name], 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.

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

Part I: School ELL Profile

information, refer to the [English Language Learner Policy & Reference Guide](#).

A. School Information

District 18	Borough Brooklyn	School Number PS 235
School Name Janice Marie Knight		

A. 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 Larry Lord	Assistant Principal C. Thompson, A. Wallace-Barak
Coach Literacy Jennifer Balis	Coach Math R. Caliendo
ENL (English as a New Language)/Bilingual Teacher Gina Douglas	School Counselor Constance Johnson
Teacher/Subject Area	Parent type here
Teacher/Subject Area R.Caliendo	Parent Coordinator Michelle Cumbo
Related-Service Provider S. Mastrapaulo	Borough Field Support Center Staff Member Christine Etienne
Superintendent Beverly Wilkins	Other (Name and Title) type here

A.

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

D. Student Demographics

Total number of students in school (excluding pre-K)	1300	Total number of ELLs	16	ELLs as share of total student population (%)	208%
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Part II: ELL Demographics

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	xK X1 X2 X3 X4 X5 X6 X7 X8 9 10 11 12
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A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes X No	If yes, indicate language(s):
Dual language program (DL)	Yes X No	If yes, indicate language(s):
Freestanding ENL	xYes No	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	12	1	2	0	0	1	0	0	0	16
Total	12	1	2	0	0	1	0	0	0	16

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1		1									3
Chinese														0
Russian														0
Bengali		1				1								2
Urdu														0
Arabic	1			1		3								5
Haitian		1	2		1	1								5
French		1												1
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	0	16												

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	2		1		3								7
Emerging (Low Intermediate)			2		2									4
Transitioning (High Intermediate)			1											1
Expanding (Advanced)		2				1								3
Commanding (Proficient)						1								1
Total	1	4	3	1	2	5	0	16						

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
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)								

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
Chinese Reading Test								

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

1. 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.

Paste response to questions here: After reviewing and analyzing the assessment data at P.S 235, the early childhood program uses hands on developmentally appropriate activities to promote and reinforce literary skills, math skills, and scientific exploration. The early childhood ELLs are assessed with ECLAS-2, Fountas and Pinnell and DRA. These assessment tools measure the early childhood ELLs and provide information in their literary and math skills for continued instruction in English.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Paste response to question here: The data patterns across the proficiency levels on the NYSITELL indicate that ELLs in grade K-1 generally become commanding or transitioning while grades 2-3, 4-5 usually obtain a score on the beginning level when they are new comers. On the NYSESLAT the data patterns indicate that level 1(K) became commanding while ELLs on level 2(1-2), level 3(3-4), and level 4(5-up) were only able to remain entering for newcomer ELLs and expanding for advance ELLs.

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

Paste response to question here: The students were able to move from one level to the next.

4. For each program, answer the following:

a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here: a) The patterns across proficiencies and grades indicate that ELLs in grades 3,4,5 on emerging and expanding levels scored level 1 on the ELA exam. New ELLs were exempt on the NYS ELA test. The ELLs are from going entering to expanding. On the NYS science test entering to expanding ELLs scored levels 3 and 4.

b) ELL Periodic Assessments are used at PS 235 however they are used twice during the year to help the ELLs become proficient in English and as a practice test prep for the NYSESLAT.

c) The school realize that ELLs were becoming proficient in the English language. Native language is not used on this test.

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](#).]

Paste response to question here: At PS 235 demonstrate learning through technical/ digital proficiency, in areas including but not limited to maintenance of an electronic portfolio, or learning log, research on the internet and use of computers.

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

Paste response to question here: In order to make sure that a child's second language development is considered instructional decisions the teacher needs to have the assessment data from NYSITELL or NYSESLAT results. For instructional programs teachers need to be aware that some subjects are beneficial when ELLs take them with their peers and English speaking role models. ELLs benefit in regular classrooms with math, science, art, P.E and music subjects. These strategies increase comprehension, learning and interaction through modeling, acting out, reading, writing, and social studies through the needs the support of a bilingual aid, ESL teacher, or resource teacher.

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: NA

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

Paste response to question here: Many ELLs have become commanding and are able to be part of the gifted program at PS 235. The ELLs that have entered this gifted program were able to continue to increase their English development. The ELLs are improving on their state exams. Other ELLs are also improving by going from entering-transitioning-expanding.

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.

Paste response to question here: At P.S 235 possible ELLs are identified by administering the home language identification survey(HLIS) which include the informal oral interview in English and in their native language. The certified ESL teacher, Gina Douglas will conduct this. Ms. Douglas will have the student read a story and do sample math facts on the new admits grade level. The HLIS form is given in the language of the parent. All new entrants whose HLIS response indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish Lab during 10 day testing window. The Spanish Lab is used to support schools in instruction planning in providing bilingual and English as a new language service to these students. To evaluate the ELLs annually, the New York State English as a Second Language Achievement is given in the Spring every year to determine whether or not the ELL continues to be eligible for ELL services. Administer the NYSITELL to all eligible students as soon as possible no later than 10 days after initial enrollment. Scan the answer documents immediately upon administration. Print the RLCB scan report from ATS which indicate the students levels of proficiencies. Languages spoken by staff; Spanish-Jenny Castro-social worker Hatitian Creole-Anthony Zephir-school psychologist

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: Sife identification process: Administer the oral interview questionnaire. For these students who have a home language of Arabic, Bengali, Chinese, Hatitian Creole, or Spanish administer the Literacy Evaluation for Newcomer Sife (LENS). Initial Sife status must be indicated in the DOE's data collection systems no later than 30 days from the initial enrollment (BNDC). As per CR part 154, schools have up to one year to make a final determination of Sife status: therefore initial Sife identification within the 30 days maybe modified for up to one year. Sife status is removed once the ELL scores at intermediate/ transitioning level or higher on the NYSESLAT.

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).

Paste response to question here: An IEP team determines a student’s eligibility for special education services and the language in which special education programs and services are delivered. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test accommodations as detailed on their IEP when taking the NYSESLAT. Team members are school psychologist Anthony Zephir, guidance counselor Constance Johnson, and the ESL teacher Gina Douglas.

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.

Paste response to question here: Schools must inform parents of their child’s eligibility services by providing entitlement and non-entitlement letters in the language of the parent. ESL teacher Gina Douglas is responsible for this process.

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).

Paste response to question here: Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student in the parent’s preferred language within 45 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELLS status, the students program must be modified accordingly.

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.

Paste response to question here: The school informs the parents of the 3 choices in the parent orientation meeting(attendance is taken- staff members are presents) Translations if needed will be provided. The parents are informed about the standards, curriculum, and the assessments.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: The parent must return the form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program. One does not exist at PS235, therefore the student is placed in ENL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: The form must be retained and placed in the students permanent record and accessible for state and city audits and revise. A copy of the completed form can be provided to the parent upon request.

The information must be retained and placed in the students permanent record and accessible for state and city audits for review. A copy of the completed form can be provided to the parent upon request.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here:

9. The school sends the parent a placement letter(in the parent preferred language) indicating the program in which their child has been placed

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: 10. The ELL documents for each child must be kept in the students cumulative record. A copy of each document of the new ELLs are kept in a binder for records.

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.

Paste response to question here:

11. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

11. The NYSELAT steps given to ELLs who are eligible in grades K-8 at PS235. There are 4 sections(speaking, listening, reading, writing.) It begins in mid April and ends in mid May. The first weeks are devoted to speaking section and the last 2 weeks to the 3 sections and speaking section to students who weren't administered the speaking section. The NYSELAT determines continued entitlement of ELL services and proficiency levels.

12. 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).

Paste response to question here:

12. PS 235 distributes the continued entitlement and transitional support parent letters to the parents at an orientation meeting for parents. The parents are informed that due to the result of the NYSELAT test in the spring the ELLs are continuing in the ENL program.

13. The parents of the 5 new families have selected ENL program just as in the past, parents of the 11 continued ELLs have chosen. The free standing ENL is only offered at PS235. If parents do not return the survey the students are placed in the ENL as amended by the Aspira Consent Decree.

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. **Free standing ENL program students are grouped by 2 grades together K-1, 1-2 and 3-4, except for the 5th grade. All groups with are mixed proficiency 5th grade grouped together except with different levels.**
TBE program. NA
 - c. DL program. NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ENL program at PS 235 Entering(beginning) - 2 units of study per week Emerging (low intermediate- 2 units of study Transtioning/ Intermediate -1 unit of study 180 minutes. Expanding/ Advanced -1 unit of study 180 minutes. Commanding/ Proficient - former ELLs must continue to receive services for an additional 2 years 90 minutes. PS 235 does not have a TBE program or a DL program.
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.
Beginning in the 2015-16 school year ELLs are required to receive all or part of their ENL through an integrated model, which refers to unit of study or its equivalent in which students receive core content are (English, language arts, math, science or social studies) and English language development instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The Chinese Reading tests for ELLs in grade 3-12. This is for Chinese proficient students in Chinese DL program. El Examen de Lecture in Espanol (ELE) is given to all students in grades 3-12 in Spanish tranional bilingual education in dual language programs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here: The ELL Periodic Assessment test us given twice a year (Sept.-Mar.) The NYSESLAT is given in April and May in four modulations speaking, listening, reading, and writing.
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**Paste response to questions here: The differentiate instruction for SIFE are to receive literacy instruction and target mathematics intervention. They will receive AIS which provides targeted instruction in speaking listening, reading and writing. The differentiate instruction for the Newcomer is to utilized many different strategies and activities to ensure that ELLs learn their new language. The Developing ELL will have a balance literacy of guided and shared reading, and writing. The Long Term ELL will be a balanced literacy of shared and guided reading and writing, AIS, targeted instructions in math and ELA. The former ELLs up to two years after exciting ELL status will be offered ENL services. They will receive modified services up to 90 minutes of ENL instruction.**
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.
Paste response to questions here: PS 235 will establish protocols and assign qualified and trained staff to mangle both the initial and Re-identification Process. There identification process must be completed within 45 school calendar days of receipt of written notice.
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?
Paste response to question here: 8. ELLs-SWDs are provided with sheltered instruction which includes visual, aids hands on materials, charts, graphic organizers, puppets, big books, computer instruction programs and books with tapes. Materials used: Foundations, Journeys, Go Math.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 9. For ELLs identified as having special needs; they will receive groups or individual counseling based on their individual needs. PS 235 ensures ELL SWDs receives all services by the number of different instructional strategies.

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

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

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

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



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

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

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

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

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



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

Chart 5.2

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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
Dual Language	
100%	
75%	
50%	
25%	
Freestanding ENL	
100%	

75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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.
Paste response to question here: The targeted intervention program for ELLs are daily AIS periods for 25 minutes of small group instructions in ELA and math. Content areas of science and social studies takes place during the daily 90 minutes. Comprehension literacy block through small group guided session and center activities. The ELL subgroups targeted are newcomers(less than 3 years), SIFE, and ELLs after testing, proficient. The language that is used is English with native language support for challenging areas of instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: The effectiveness of the current program at PS 235 is successful since many of the ELLs are progressing on their assessments. The ELLs are going up levels and some of them become proficient on the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: PS 235 will continue to use the Common Core Learning Standards.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: No program/ service will be discontinued for ELLs since ELLs are moving up levels after assessments and some ELLs are becoming proficient.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: The ELLs are included and invited to all programs at PS 235. There are no after school programs at PS 235
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.
Paste response to question here: The ELLs are using technology to enhance their learning experience and develop reading skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Native language support is delivered through other staff members, other students on the grade/class that speak the language of the ELLs to support and help them. Dictionaries, glossaries, and bilingual books in the library are also helpful. There are no TBE or Dual Language programs at PS 235.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: All services are provided for ELLs on grade levels such as guidance counselor speech teachers, SETTS, and AIS providers . When needed native language support will be provided.
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).
Paste response to question here: The principal gives tours of the school such as showing the lunchroom, the library, the auditorium, laboratories, outdoor and indoor lineup. Throughout the year as ELLs arrive:The ELL teacher and the classroom teacher should make the newly enrolled ELL a member of the class by introductions to the ELLs, a buddy system for native language support and show them different areas of the classroom.
19. What language electives are offered to ELLs?
Paste response to question here: NA
20. For schools with dual language programs:
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
b. In which language(s) is each core content area taught?
c. How is each language separated for instruction?
d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
Paste response to question here: NA

A. Programming and Scheduling Information--Continued

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.)

Paste response to question here: Nov. 2015 and June 4, 2016 will be professional development days for the ELL teacher and the all personnel at PS 235.

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?

Paste response to question here: The 1st Monday of each month of the school 2015-2016 all teachers engage in the Common Core Learning Standards at facility conferences. Every Monday and every Tuesday 2:40-3:00 teachers discuss best practices for ELLs, Teacher inter visitations looking at students work for strength and weakness of the students.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here: The support provided to the staff to assist ELLs as they transition from elementary to middle school are meetings with the guidance counselor to discuss with ELLs the different types of program and activities at the middle schools. There will be meeting with parents about the middle schools the ELLs will attend.

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.

Paste response to question here: PS 235 will provide professional development to all teachers and administrators to specifically address the needs of ELLs. A minimum of 50% of the required professional development hours must be dedicated to language acquisition in alignment with core content area instructions, including a focus on best practices for co-teaching strategies and integrating and content instruction for ELLs.

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?

Paste response to question here: Parent workshops are conducted on topics such as parenting skills understanding educational accountability, grade level curriculum on assessment expectations, literacy, assessing community and support services, and student proficiency levels.

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. PS 235 enters the parents choice as indicated on the Parent Survey and program selection form in the designated screen in AIS(ELPC) as forms are completed. The parent survey and selection form must be retained in the students permanent record. Annual meetings and phone calls to parents must be kept on file kept by ELL teachers

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response here: There are PTA meetings "pajama night" where staff members read to the students. All parents are invited. There are workshops on the testing grades to discuss the state tests.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: No, PS 235 does not partner with agencies.

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

Paste response to question here: Parents are encourage to participate in school activities, assemblies, and field trips.

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

Paste response to question here: All school correspondence including letters, fliers, and other communications are translated into the language of the parents. Translations are available thru the translation and interruption unit. Languages are: Hatian Creole, French, Bengali, Chinese, Spanish, and Arabic.

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:

Part VI: LAP Assurances

School Name:		School DBN:	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: 18K235
Beverly Wilkins**

School Name: Janice Marie Knight School

Superintendent:

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.learndoe.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

- b. 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.

Home Language Identification(HLIS)
ATS System provides information of the primary language of the students(RHLA)
Parent Coordinator interviews
Informal oral communications with parents and teachers
Attendance at PTA meetings
We continuously meet with ELL/LEP team to develop and if necessary revise the current plan to ensure that our school is addressing the needs of Spanish, Haitian Creole, Arabic, and the Bengali parents.

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

Parents preferred language are generally in their native language(Arabic,Bengali,French,Haitian Creole,Spanish) for both written and oral communication.

Part B: Creating a Communications Calendar

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.)

All parental correspondence
Lunch Forms
Report Cards
Chancellor’s Regulations
Achieve NYC A guide for New York Public Schools.

A. 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.

Individual Conferences
PTC- Nov. 5th, 2015 day and evening
Meet and Greet parents Sept.17th, 2015 evening.

Part C: Providing Language Assistance Services

B. 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.

All parental correspondence (letters, notices, flyers, permission slips, consent forms, and parent handbooks) will be translated by the Translation and Interpretation Unit from English to the native languages of our school population. PS 235 represents our school body; Spanish, Haitian Creole, Bengali, and Arabic.

- c. 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.

Services will be provided by the translation and interpretation unit via phone, and onsite interpreters(such as school staff)

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.)

Through staff conferences -teachers will indicate which parent will need assistance with the translation unit.

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

Parent Bill of Rights
Parents Guide to Language Access and Language ID Guide at the security desk and the main office.
PS 235 will provide a welcome poster in the language of the parents.

Part F: Monitoring and Quality Control

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

The parent surveys that the parents fill out.
Parent and teacher conversation
PTA meetings.