

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>22K277</b>
<b>School Name:</b>	<b>P.S. 277 GERRITSEN BEACH</b>
<b>Principal:</b>	<b>JEANNE M. FISH</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: THE GERRITSEN BEACH SCHOOL School Number (DBN): 22K277  
Grades Served: PRE-K THROUGH FIVE  
School Address: 2529 GERRITSEN AVENUE, BROOKLYN, NEW YORK 11229  
Phone Number: (718)743-6689 Fax: (718)368-0920  
School Contact Person: JEANNE M. FISH Email Address: JFISH3@SCHOOLS.NYC.GOV  
Principal: JEANNE M. FISH  
UFT Chapter Leader: JOYCE VERDEROSA  
Parents' Association President: CHERIE LANG  
SLT Chairperson: JEAN PENNACCHIO  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 22 Superintendent: JULIA BOVE  
Superintendent's Office Address: 5619 FLATLANDS AVENUE, BROOKLYN, NEW YORK 11234  
Superintendent's Email Address: jbove@schools.nyc.gov  
Phone Number: (718)968-6117 Fax: (718)968-6252

**Borough Field Support Center (BFSC)**

BFSC: DISTRICT 22 Director: CHERYL WATSON-HARRIS  
Director's Office Address: 415 89<sup>TH</sup> STREET, BROOKLYN, NEW YORK 11209  
Director's Email Address: cwatsonharris@gmail.com  
Phone Number: (617)212-2683 Fax: (718)759-3909

## 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)
JEANNE M. FISH	*Principal or Designee	
JOYCE VERDEROSA	*UFT Chapter Leader or Designee	
CHERIE LANG	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
JANET M. KENNEDY	Asst. Principal, SLT Member	
MARGUERITE BURKE, Ed.D.	Teacher, SLT Member	
JEAN PENNACCHIO	Teacher, SLT Member	
TAMI CHERICHETTI	Parent, SLT Member	
LISA LaSPINA	Parent, SLT Member	
STACEY LAKIOTES	Parent, SLT Member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
CRISTINA KESSLER	Parent, SLT 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Public School 277 is located in Brooklyn, New York. There are 458 students in attendance from Pre-Kindergarten through Grade Five. The school is a community school with the student population being found within a small radius. English is the spoken language in this working class community. The school consists of twenty-one classes; three per Grade Kindergarten through Five, one self-contained bridge class. We presently have two half-day Pre-Kindergarten classes and we will be transitioning to one full-day Pre-Kindergarten Class in 2015-2016.

Our population consists of seventy-six percent Caucasian, fourteen percent Hispanic, four percent Black and five percent Asian. These students primarily reside in Gerritsen Beach with four and one-half percent of the total population residing outside the community.

Our Mission Statement reflects our commitment to all of the students in our school community.

Public School 277 Mission Statement:

We will provide a nurturing environment that instills confidence and self-esteem in our children as they develop intellectually, socially, emotionally and physically. By creating a love of learning and an exchange of ideas, we will foster life-long moral and ethical values, enable each child to achieve to his fullest potential and celebrate the uniqueness of the individual.

Our academic program is aligned with the CCLS (Common Core Learning Standards) in both ELA and Mathematics. Through Units of Study and inter-disciplinary instruction in both large and small groups, our students work on rigorous tasks that require perseverance and strategic problem-solving skills.

Our standards-based Physical Education Program is organized by our Physical Education teacher. All grades receive instruction that is appropriate for their age group. In addition, the Physical Education teacher coordinates a variety of health and fitness programs which include: Mighty Milers, Fitnessgram, New York Road Runner Club, Field Day, Move to Improve, and C.H.A.L.K. (Choosing Healthy and Active Lifestyles for Kids.)

Our students are exposed to many cultural experiences through enriching field trips. The children travel to museums, such as the Brooklyn Museum and theaters, such as Kingsborough Community College Theater, where they learn about diverse cultures and customs. Partnerships with Marquis Studio and the Brooklyn Arts Council also help to enrich the program at Public School 277.

We view our parents as partners in their children's education. Parent groups are welcomed into the building for Parent Orientation, Parent Workshops, Parent Visitations and Parent-Teacher Conferences. Teachers frequently call parents, write newsletters or meet with parents to strengthen the home-school relationship. Many of our parents serve on committees in our school such as; the Costume/Scenery Committee, the Fifth Grade Parent Committee and the Yearbook Committee. The Principal and the Assistant Principal plan and host a Parent Appreciation Luncheon that recognizes the hard work and commitment of our many parent volunteers. This partnership between families and devoted professionals is a major contributor to our students' success. Parents are viewed as partners in their child's education.

Several community organizations also partner with the Public School 277 Learning Community to enrich our educational program. In recent years the Children's Health Fund has conducted off-site and in school workshops for students and

their families on various topics such as; Stress Management, Family Fun Day, Arts and Crafts and Yoga. Another community organization, We CARE, engages our students in projects that foster citizenship and community spirit. We CARE sponsors a "Light the Shore" event, which is a post-Hurricane Sandy remembrance, as well as a Shoreline Clean-Up that teaches our students the value and importance of caring for the community and the natural environment.

We have a strong working relationship with our local public library. Our students take class trips to the library where the children activate and/or use their library card to borrow books. The Librarian teaches library skills and the many resources that are available to the Gerritsen Beach Library. The Neighborhood Library Supervisor visits Public School 277 to kick-off the Summer Reading Program. She also arranges for famous children's authors to come to our school to talk about their work in regard to writing and illustrating children's literature. Literary skills, together with a love of reading and writing, are fostered through our partnership with the Gerritsen Beach Library.

Three percent of our students are ELL (English Language Learners) who receive instruction from an ESL (English as a Second Language) teacher. Twenty-one percent of our population is students with Special Needs. These students' needs include: academic support as well as the need for Related Services such as Vision, Speech, Hearing, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Guidance and Counseling. Our Individualized Educational Program Teacher and part-time School Psychologist coordinate the creation and implementation of each student's IEP (Individual Educational Program).

We have made the most progress in the following areas. We had noticed that our students were challenged by multi-step word problems in Mathematics. A weekly Strategic Problem Solving Curriculum was designed. Professional Learning was provided for our staff and the curriculum was implemented in the classroom. This initiative resulted in more rigorous Mathematical instruction, as well as increased student performance.

Our teachers are committed to the success and achievement of all of their students and are provided with regular opportunities for collaboration both on the grades and across the grades.

Our key focus for the 2015-2016 school year is to continue to create a strong school community by aligning our goals to the Framework for Great Schools. In particular, our goals will address our need to strengthen our literacy program through specific Balanced Literacy reading strategies and teacher collaboration. In addition, we will increase our support of our Fifth Grade students as they transition to Junior High School.

## 22K277 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	457	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.8%	% Attendance Rate		94.5%
% Free Lunch	34.9%	% Reduced Lunch		11.5%
% Limited English Proficient	3.0%	% Students with Disabilities		20.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		4.1%
% Hispanic or Latino	13.2%	% Asian or Native Hawaiian/Pacific Islander		5.2%
% White	75.7%	% Multi-Racial		0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.18
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	51.6%	Mathematics Performance at levels 3 & 4		60.5%
Science Performance at levels 3 & 4 (4th Grade)	97.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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.

After examining the school quality snapshot, 2013-2014 and the 2013-2014 School Quality Guide, it was determined that there was a need for more rigorous instruction in literacy.

While our students showed progress in Mathematics on NYS exams from 2013 to 2014 increasing from a forty-seven percent to sixty-one percent proficiency level, in ELA we noticed a slight decline in student performance on NYS exams. Our scores from 2013 to 2014 dipped slightly from a fifty-three percent to a fifty-two percent proficiency level.

### 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.

Students in Grade One through Grade Five will increase their ability to successfully use a variety of specific Balanced Literacy strategies when approaching a text and reading for deeper comprehension.

By June 2016 seventy percent (242 out of 346) in Grades One through Grade Five will make progress in utilizing Balanced Literacy reading strategies when approaching a text and reading for deeper comprehension.

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>			
In September 2015, Kindergarten through Grade Five teachers receive Professional Development that will assist them in teaching and implementing multiple Balanced Literacy reading	Teachers of Grades One through Five	September 2015 – June 2016	Principal, Assistant Principal, Staff

strategies: Making Connections, Visualizing, Questioning, Inferring, Identifying Important Information, Synthesizing and Summarizing.			Developer, Grade Team Leaders
Beginning in October 2015, students in grades One through Five will be introduced to one Balanced Literacy reading strategy per six-week cycle. This will include modeling of the use of each specific strategy followed by an opportunity for application of the strategy. Teacher lesson plans will be differentiated to address the needs of English Language Learners and Students with Disabilities.	Students in Grades One through Five	October 2015 – June 2016	Principal, Assistant Principal, Staff Developer, Grade Team Leaders
Grade Teams will provide Parent Workshops during extended teacher time to support parents understanding of this Literacy Initiative to enable parents to assist their children at home.	Parents of Students in Grades One through Five	September 2015 – May 2016	Grade Teams

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources that will support this goal include:											
<ul style="list-style-type: none"> <li>• Professional Development provided by Principal, Assistant Principal and Staff Developer.</li> <li>• Time will be set aside for collaboration during Extended Teacher Time and on designated Professional Development days.</li> <li>• Parent Workshops will be provided on the September and May Parent Engagement evenings and on Tuesday Extended Teacher Time.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Students will complete a baseline assessment in September 2015. After each strategy cycle, students will be assessed on their mastery. At the end of the year students will be assessed on their ability to select and apply appropriate reading strategies when reading a complex text.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

After examining the Learning Environment Survey, we found that parents value the support that we provide in transitional grades; Kindergarten and Grade Five. (Sixty-two percent strongly agree.)

We have determined that providing strong next- level guidance should be further improved.

**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.

Students in Grade Five will be provided with a high level of support and guidance throughout the year in preparation for their transition to Junior High School.

By June 2016 there will be a one hundred percent increase in activities (from two to four) designed to facilitate a smooth transition to Junior High School.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parents of Fifth Grade students will be invited to a workshop that focuses on considerations for Junior High School, such as selection of appropriate Junior High Schools for individual children and the academic and</p>	<p>Students in Grade Five and their parents</p>	<p>November 2015</p>	<p>Grade Five Teachers, Guidance Counselor</p>

personal behaviors necessary for success at the Junior High School level.			
In November 2015 former students who now attend Intermediate School 278 will visit classrooms where a question and answer discussion will take place. This session will provide our students with the information regarding the academic and personal behaviors necessary for success in Junior High School.	Students in Grade Five	November 2015	Grade Five Teachers, Guidance Counselor
Fifth Grade Teachers will participate in Professional Development at Intermediate School 278 that informs them of the academic and personal behaviors necessary for success in Junior High School.	Grade Five Teachers	November 3, 2015 and June 9, 2016 (Chancellor's Professional Development Days)	Grade Five Teachers
Fifth Grade students and teachers will participate in a departmentalization schedule including change of classrooms, combining of students from different classes and teachers assigned to specific curriculum areas. Differentiated instruction will be provided to ELL students and students with special needs.	Grade Five Teachers and Students	Weekly during May and June 2016	Grade Five Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development provided by Grade Five Teachers, Guidance Counselor, Junior High School Teachers at Intermediate School 278.											
Time will be set aside for collaboration during Extended Teacher Time.											
Parent Workshops will be provided in November 2015 during Parent Involvement time.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
Attendance will be taken at Parent Workshops and during Professional Development activities to monitor participation.										
<b>Part 5b.</b> 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.

After examining the school quality snapshot, 2013-2014 and the 2013-2014 School Quality Guide, it was determined that there was a need for more rigorous instruction in literacy.

While our students showed progress in Mathematics on NYS exams from 2013 to 2014 increasing from a forty-seven percent to sixty-one percent proficiency level, in ELA we noticed a slight decline in student performance on NYS exams. Our scores from 2013 to 2014 dipped slightly from a fifty-three percent to a fifty-two percent proficiency level.

### 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.

Teachers in Kindergarten through Grade Five will create a Literacy Plan to improve student achievement that is aligned to the Common Core Learning Standards and engages students in rigorous cognitive activity and the development of critical thinking skills.

By June 2016 each grade team (six) will produce a literacy curriculum map that incorporates high level reading skills and strategies.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• In September 2015 K-5 teachers receive Professional Development that will provide them with a structure to create a Literacy Plan. The Literacy Plan will include research-based Vocabulary instruction and Balanced Literacy Strategies. During extended teacher time, teachers will work on grade teams to develop a grade specific plan for literacy instruction.</li> </ul>	Teachers in Kindergarten through Grade Five	September 2015 - June 2016	Principal, Assistant Principal, Staff Developer, Grade Team Leaders
<ul style="list-style-type: none"> <li>• These Literacy Plans will include strategically constructed lessons that will address the needs of students with disabilities and English Language Learners.</li> </ul>	Teachers in Kindergarten through Grade Five	September 2015 - June 2016	Principal, Assistant Principal, Staff Developer, Grade Team Leaders
<ul style="list-style-type: none"> <li>• Opportunities for parent awareness and involvement will be provided at School Leadership Team Meetings, Parents Association Meetings, and Parent Workshops</li> </ul>	Teachers in Kindergarten through Grade Five	September 2015 - June 2016	Principal, Assistant Principal, Staff Developer, Grade Team Leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources that will support this goal include: <ul style="list-style-type: none"> <li>• Professional Development provided by Principal, Assistant Principal, and Staff Developer.</li> <li>• Time will be set aside for collaboration during Extended Teacher Time and on designated Professional Development days.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> 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.

Literacy Plans will be reviewed by administration in January 2016 to ensure that plans are comprehensive, on track, and include all necessary components.

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

To continue to develop partnerships with families and community organizations by providing an increased number of opportunities for collaboration.

By June 2016 we will increase the number of opportunities for parent and community engagement by 30 percent (an increase from 30 opportunities in 2014-2015 to 39 opportunities in 2015-2016).

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	DRA	In Grades K-2, students receive intervention through the Foundations Program. Additionally, students in Grades 1-2 receive academic support through the Treasures Reading Program. Students in Grades 3-5 receive instruction through the Balanced Literacy Approach. Teachers in all grades provide academic intervention using scaffolded instruction. Speech and Language Teachers provide At-Risk Speech and Language Services using the Cycles Approach.	All Tier II RTI students receive academic intervention in small group instruction from their classroom teachers. All Tier III students receive academic intervention 1:1 with an RTI service provider.  At-Risk Speech and Language Services are provided on a 1:1 basis with a Speech and Language Teacher.	RTI services are provided during the school day and our Saturday Program. Tier II students receive intervention service two periods per week. Tier III RTI students receive 1:1 services two periods per week.
<b>Mathematics</b>	GoMath Baseline	Students in Grades K-5 participate in small group instruction using the GoMath Mathematics Program. Academic intervention is provided on an as-needed basis through small group work using scaffolded instruction and flexible grouping strategies.	Academic Intervention in Mathematics is provided by classroom teachers in small groups based on data derived from the NYS Math test in Grades 4 and 5. Additional data is derived from chapter and Unit assessments and Units of Study in all grades.	Academic Intervention is provided during the course of the day, and during the Saturday Program.

<b>Science</b>	Gr.1-4 Classroom Assessments and Teacher Observations. Gr.5 Data from NYS Science Test	Students in Grades 1-5 receive Science instruction from their classroom teachers and the Science Content Specialist through Core Curriculum Science. Academic Intervention is provided through the use of multiple access points, scaffolded instruction and small group work.	Academic Intervention is provided through small group instruction, based on data derived from chapter and Unit Assessments.	Academic Intervention of Science is provided by classroom teachers during the course of the school day.
<b>Social Studies</b>	Gr. 1-4 Classroom Assessments and Teacher Observations	Students in Grades 1-5 receive Academic Intervention through materials provided by Core Curriculum. Academic Intervention is provided through multiple entry points, scaffolded instruction and small group work.	Academic Intervention is provided through small group instruction, based on data derived from chapter and Unit Assessments.	Academic Intervention for Social Studies is provided by classroom teachers during the course of the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		The school's Guidance Counselor, Social and Worker and School Psychologist provided At-Risk Guidance Services on an as-needed basis.	At-Risk Counseling may be provided in a small group setting or on a 1:1 basis.	At-Risk services are provided throughout the school day.

## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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.
n/a

#### **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).
n/a

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
n/a

#### **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).
n/a

**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.).

n/a

**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.

n/a

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP) Template**

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. **[School name]**, 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. **[School name]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

**[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 1<sup>st</sup> 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 information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>277</b>
School Name <b>Gerritsen Beach School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Jeanne M. Fish</b>	Assistant Principal <b>Janet M. Kennedy</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Daniel Caiazzo</b>
Teacher/Subject Area <b>Jamie Vega</b>	Parent <b>Anna Goldin</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Karen Salinas</b>
Related-Service Provider <b>Lori Yurman</b>	Borough Field Support Center Staff Member <b>Christine Etienne</b>
Superintendent <b>Julia Bove</b>	Other (Name and Title) <b>Psychologist Natalya Cestra</b>

### 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	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>452</b>	Total number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	19	<b>Newcomers</b> (ELLs receiving service 0-3 years)	18	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	18		1	1						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	0	0	0	0								0
Chinese	3	3	1	0	0	0								0
Russian	2	4	2	0	0	0								0
Bengali														0
Urdu														0
Arabic	0	1	1	1	0	0								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	0	0	0	0	0								0
<b>Emerging</b> (Low Intermediate)	3	2	1	1	0	0								0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)	1	6	3	0	0	0								0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	0	0	1	0								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 P.S. 277 uses ongoing early literacy assessment data to target instruction for our ELLs. Currently, we use DRA2, as well as running records and classroom observations. The data shows that our beginner kindergarten students need instruction that addresses all four modalities - speaking, listening, reading and writing. Our Advanced Kindergarten students need additional support with reading readiness strategies. The data shows that our first, second and third grade ELLs need additional support in reading and writing. Based on this data, all ELLs receive content based instruction, aligned to grade level curriculum maps.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 An analysis of the NYSITELL shows that the majority of the students, who took the NYSITELL were in kindergarten. Those students predominantly scored on the Intermediate level. These students need scaffolding for comprehension, vocabulary development and hands on instruction to aid comprehension, as well as language acquisition.

Analysis of 2015 NYSESLAT scores in Grades 1-5 for All Students shows:

Grade 1:

- 2 students tested out
- 2 students up at least 1 level
- 3 students remained on the same level

Summary: 4/7 students met their AMOs for ESL. They need comprehension strategies and vocabulary development

Grade 2:

- 4 students tested out
- 1 student went up at least 1 level

Summary: 5/5 students met their AMOs for ESL. Our second graders will be provided with continued academic support.

Grade 3:

- 1 student went up at least 1 level

Summary: 1/1 student met their AMOs for ESL. Our third grader needs academic language, guided reading strategies and fluency in order to meet the Common Core State Standards

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

As of September 2015, the RNMR has not been populated w/2015 scores. Therefore the modality breakdown was not available at this time.

4. For each program, answer the following:

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

- The data shows students perform better on the writing and reading at all grade levels. Our ELLs need additional support in listening and speaking. No students took native language exams last year.
- School leadership and teachers will perform an item analysis on the ELL periodic assessments results. This item analysis will be used to target the instructional needs of each individual student.
- Based on Periodic Assessment our ELLs need support in listening to determine information and develop ideas in grade level discussions.

When planning for home-school interactions, such as parent workshops and parent teacher conferences, home language surveys are used to determine which families require translation services so that they can fully participate in the school community. The home language surveys are also used to monitor emerging language trends in the school community so we can anticipate future student needs.

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

All students at P.S. 277, including our ELLs, are evaluated for RtI Tier 2, as appropriate. Individual student data is used to target instruction. Our RtI model cycles every 6 weeks. Students are re-evaluated at that time to see if they need to continue RtI services.

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

Each child's educational history/background is used to develop their second language. The students' second language development is considered through planning and differentiated instruction. Teachers also provide small group instruction and scaffolding. All teachers are familiar with the individual student data and languages spoken in their homes. Students are given opportunities to interact with other students and staff members who speak the same native language. Bilingual glossaries and dictionaries, as well as bilingual content area library books are available.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

P.S. 277 does not have a dual language program.

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

The success of our ELL program is measured by the number of students who reach proficiency levels on NYSESLAT and the period of time that services are required.

## 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.

Public School 277 implemented the following plan for identifying possible ELL students. All parents of incoming students complete a HLIS in their native language at registration with a trained pedagogue. If there is evidence of another language being spoken in the home, Mrs. Kennedy, our Assistant Principal, or our qualified ESL teacher, conducts an informal oral interview with both parent and child. If the parent does not speak English, a member of our Interpretation Team will be included in the interview to translate. If we do not have a staff member who speaks the home language, interpretation services (phone conference call) will be provided by the Translation and Interpretation Unit of the DOE. If a parent indicated on the HLIS form that the child speaks a language other than English, by marking one answer or more in Section 1 and two answers or more in Section 2, the NYSITELL will be administered by

Mrs. Vega, licensed ESL teachers, to the student. The Spanish LAB is given to Spanish speaking students who were administered NYSITELL and did not pass. It is then determined whether or not a student is entitled to ELL services. The parent is notified by letter of the test results.

The entire ELL identification process, including parent orientation and student placement must be completed within ten days of enrollment.

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

SIFE status will be determined when the HLIS is completed. If the HLIS indicates a disruption in prior schooling, the SIFE Oral Interview Questionnaire will be administered. If a student has a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ELL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS). SIFE status will be indicated in school data systems within 30 days of the student's initial enrollment.

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

If students are new to the school the IEP teacher checks to see if the student is entitled to services. If students are new to the DOE, parents are required to fill out HLIS which determines if the child must be tested. The Language Proficiency Team consisting of the ELL teacher and the IEP teacher will review the evidence of the student's language development. The LPT will determine whether or not the IEP student will take the NYSITELL. If the LPT decides that the student should take the NYSITELL, the ELL Identification process continues as with all students. If the LPT does not recommend the student take the NYSITELL, the determination is sent to the principal for review. If the LPT and the principal do not recommend that the student take the NYSITELL, the determination is sent to the superintendent for review and the parent is notified within three days of the decision. Over the phone interpretation services are provided for parents through the DOE Translation and Interpretation Unit to ensure that parents can receive the required language assistance and that any concerns can be addressed in the parent's own language. IEP students who also require ELL services will be placed within 20 days of initial enrollment.

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.

If a parent cannot attend the orientation meeting, calls are made to the home to arrange for an additional orientation and/or to discuss the information disseminated at the meeting. Parent Survey and Program Selection forms are then sent home in both languages. If Survey and Selection forms are not returned, a second set is sent home. If forms are still not returned, phone calls are then made to parents to ascertain why forms have not yet been returned. Throughout the year, parents are invited to attend workshops/meetings hosted by Mrs. Salinas and/or the Parents Association. The ESL teacher conducts workshops specifically for ELL parents on strategies for working with their children at home, preparation for the NYSESLAT and on specific parent/student needs.

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).

A letter is sent home in the child's home language and in English describing the 45 day appeal process. This letter is attached to the results of the NYSITELL.

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.

After administration of the NYSITELL within 10 days of student admission, parents are notified of their child's results by letter in both English and their home language. If their child is entitled to services, parents are invited to attend an orientation meeting within 10 days of enrollment, conducted by Mrs. Vega and Mrs. Salinas, our Parent Coordinator. If a child is admitted at a later time in the school year, a separate orientation will be conducted for that parent. Parent Survey and Program Selection forms are sent home with the parent orientation letter in both English and their home language so parents may familiarize themselves with the literature before they attend the meeting. If the parents require translation services, a member of our Interpretation Team will also attend the meeting. When necessary, we contact the DOE Interpretation Unit to have a member of their staff available for a conference call during the meeting. The parents view the DVD provided by the DOE, in their native language, which explains the three program choices in both English and their native language. Mrs. Vega answers parent questions and provides additional information about all Programs, the NYSITELL and NYSESLAT.

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.

In the event that these forms are not returned in a timely manner, the ESL teacher reaches out by phone to discuss program choices. She maintains a record of the outreach attempts. If translation is needed a member of the LAP team is called upon to assist.

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

Following the initial distribution of Parent Surveys and Program Selection forms, the ESL teacher monitors and maintains an ongoing record of responses.

9. Describe how your school ensures that placement parent notification letters are distributed.  
The ESL teacher backpacks the Placement parent Notification letters after making a phone call with a translator on hand to alert parents to expect this letter in their child's backpack. On the following day, the ESL teacher calls the home again to verify that this letter has been received.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of all ELL documentation is stored in a designated ELL file cabinet in the ESL teacher's office. Original ELL documentation will be placed in each student's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
PS 277 ensures that all eligible students are administered all sections of the NYSESLAT each year. The RLER ATS report is run, which identifies students eligible for NYSESLAT and NYSITELL. This report is cross referenced with class rosters and the pre-slugged answer documents. We keep a record of the date that each section is administered to each student. If a student is absent, a makeup session is administered during the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ESL teacher is responsible for distributing Continued Entitlement and Transitional Support Notification letters. She monitors and maintains copies of these letters and follows up with a phone call to the parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Following a review of the Parent Survey and Program Selection over the past few years, it has been determined that our parents have chosen our free standing ENL instructional program. Again this year all 6 parents chose the free standing ENL instructional program. The program models at P.S. 277 have historically been aligned with parent requests. Of the thirteen ELLs currently enrolled, thirteen parents chose our FreeStanding ENL instructional program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
All students receive ESL instruction in small groups, in a push in/ pull out model. They are grouped as follows, Kindergarten/ Beginners, Intermediate and Advanced, Grade One/ Intermediate and Advanced, Grade Two/ Advanced, Intermediate and Grade Three/ Intermediate. The program model is based on the results of the NYSITELL and NYSESLAT. Within each group, data is used to target the needs of the individual student. All instruction is aligned to Grade level work, curriculum, and the Common Core Learning Standards.
  - b. TBE program. *If applicable.*  
Not Applicable
  - c. DL program. *If applicable.*  
Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
The principal monitors instruction to ELL students by observing instruction and by inspecting the ESL teacher's program card. This ensures that all ELL students are receiving the correct number of mandated minutes according to their proficiency level. As per CR Part 154.2, ELL students are placed into 5 categories and receive the ELL instructional time that is mandated for that category. The categories are as follows:  
Beginning/Entering - 360 minutes total ENL instructional time (180 minutes standalone ENL instruction; 180 minutes

integrated ENL/ELA).

Low Intermediate/Emerging - 360 minutes total ENL instructional time (90 minutes standalone ENL instruction; 180 minutes integrated ENL/ELA; 90 minutes standalone ENL or integrated ENL and any other content area).

Intermediate/Transitioning- 180 minutes total ENL instructional time (90 minutes of integrated ENL/ELA instruction; 90 minutes standalone ENL or integrated ENL and any other content area).

Advanced/Expanding - 180 minutes total ENL instructional time that is integrated ENL and ELA or any other content area.

Proficient/Commanding- 90 minutes ENL/ELA or any other content area.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All teachers have received Professional Development on ESL methodology. In order to meet the needs of our ELL students, we focus on Academic Discourse through direct instruction on how to use language symbolically. Academic language is formally taught in English and continuously practiced to describe the features and systems of the English language. Teachers scaffold students' independent reading comprehension through modeling strategies during all components of the Reading and Writing Workshop and in all other content areas. Both our Reading and Math Programs have an ESL component built into the program, in addition to Science and Social Studies. These methods and strategies are incorporated into the lesson plans of the teacher. The children receive small group instruction in all content areas using ESL methodologies. All ELA and math instruction is Common Core aligned.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are properly assessed in their native language. Translated versions of state Math and Science exams are available to students, as appropriate. Bilingual dictionaries and glossaries are available during instruction, to assist students with content understanding. Differentiated instruction is based on test results including LAB-R, NYSESLAT, State Tests, Interim Assessments and DRA2. ESL teachers apply appropriate teaching strategies depending on the level and abilities of each student. Bilingual staff and/or translators are utilized, as appropriate.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

P.S. 277 uses various tools to evaluate all four modalities of English acquisition throughout the year. These tools include: DRA2, NYSESLAT, running records and teacher observations.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

We differentiate instruction for ELL subgroups as follows:

- a. At this time there are no SIFE students at Public School 277. However, the following plan is in place for possible SIFE students in the future. The interventions would include small group instruction within the classroom and pull-out academic intervention services. In addition, we have alternate text sets available to make grade level content accessible.
- b. Newcomers are identified as ELLs who have been in an English speaking school system less than three years. All newcomers are invited to participate in our Enrichments Programs. Our Enrichment Programs meet the needs of diverse learners as they focus on the Arts, Music, Science, and Physical Education. When appropriate, newcomers will also receive AIS Literacy and/or AIS Math small group instruction during the school day.
- c. At this time, there are no children receiving four to six years of ESL services. In the event that our students do not reach a proficiency level according to the NYSESLAT exam, we will provide the following interventions: audio text sets will be purchased according to grade level in addition to supplementary materials. Instruction will be provided in small groups by the ESL teacher and the Academic Intervention Services teacher.
- d. At the present time, there are no long term ELLs at Public School 277. However, should the need exist the following plan is in place. In addition to audio text sets we will also utilize computer programs such as Rosetta Stone. In addition, we would also provide small group instruction, alternate text sets, and Academic Intervention Services.
- e. Former ELLs will be included as prescribed by the revised ENL requirements. In addition, they receive test modifications, aligned to NYS regulations.

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.

The school will initiate a review of any student's ELL status when in receipt of written request from the child's parent/guardian or the child's teacher within 45 days of initial enrollment. Upon receiving this request, the school has 10 days to complete the

re-identification process, unless CSE is involved. In cases where the CSE is involved, the school has 20 days to complete the process. The school will review all documents related to the initial or reentry process. The school will also review student work in both English and the student's home language. If the original determination was that the student should not take the NYSITELL then the NYSITELL can be administered. The school will consult with the parent/guardian of the child. If the NYSITELL has been administered then the school will conduct and review a school based assessment. The assessment will be administered by the ELL teacher and must assess the student's abilities in listening, speaking and writing of English.

The IEP teacher will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

Based on the recommendation of the qualified personnel, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian.

If the recommendation is to not change the ELL status, no further action will be taken; if the recommendation is to change the ELL status, the process will continue. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student, the relevant documents and recommendation will be sent to the superintendent (or designee) for review and final decision. Written notification of the decision is sent from the superintendent to the principal and parent/guardian in the parent's preferred language within 10 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 ELL status, the student's program will be modified.

Between 6 and 12 months from the date of the superintendent's notification to the principal and parent/guardian, the principal will review the re-identification process to make sure that student progress has not been adversely affected by the determination. The principal will consult with the ELL teacher, the parent/guardian, and the student. If the principal, based on the recommendation of the ELL teacher and in consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student. The principal may also reverse this determination within this 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Our ESL-SWD students receive instruction utilizing a combination of ESL and SWD strategies to access grade appropriate curriculum. By differentiating instruction, the curriculum is scaffolded to provide access to content and language development. Specifically, the ESL strategies we use include the immersion of the English language through technology programs such as Rosetta Stone and Books on Tape. In addition, the ESL teacher uses increased wait time, simplification of language and demonstration of concepts through the use of manipulatives. The SWD strategies that are utilized include adaptations of materials and resources to facilitate speaking, listening, reading and writing.

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?

All ELL-SWD students receive scaffolded grade level, Common Core aligned instruction, based on data. The ESL Teacher meets regularly with the Classroom Teacher and Special Education Teacher to discuss the goals and modifications of the students' IEP's.

Chart

**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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

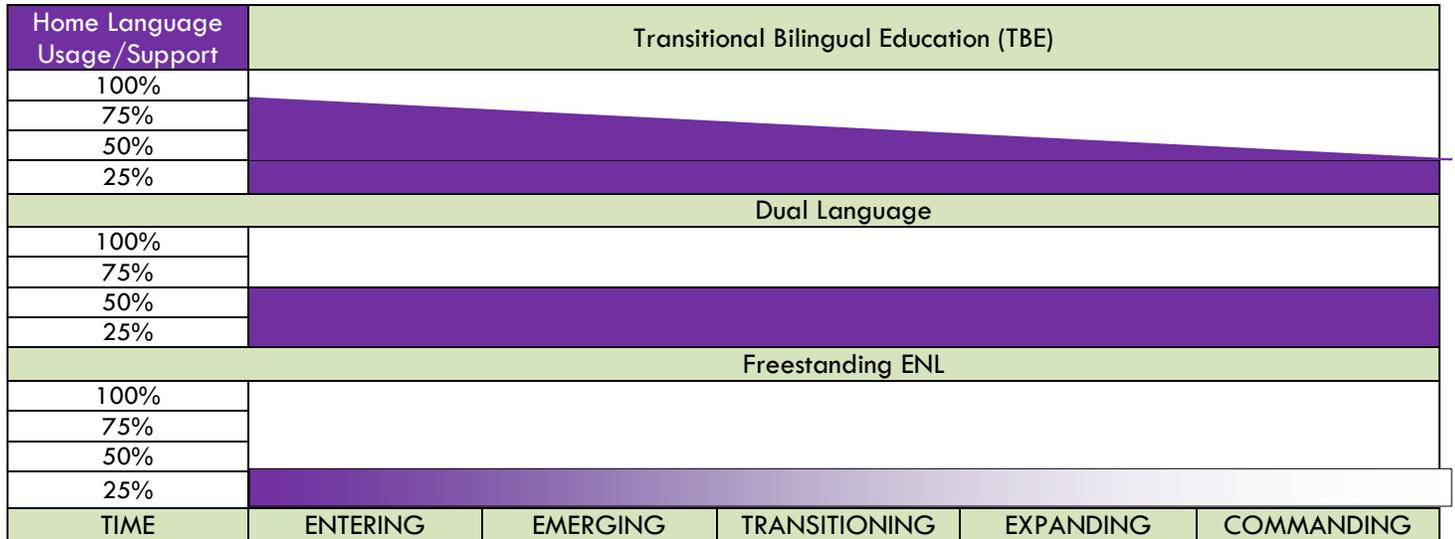


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
The targeted interventions are as follows:  
Rtl - All students including our ELLs, are evaluated for Rtl Tier 2, as appropriate. Individual student data is used to target instruction. Our Rtl model cycles every 6 weeks. Students are re-evaluated at that time to see if they need to continue Rtl services  
ELLs in our subgroups are provided with small group instruction throughout most of the day.  
Classroom teachers as well as ESL teachers use the NYSESLAT and NYSITELL data to drive instruction. Our school also uses data from the DRA-2, Performance Test and conference notes to drive instruction.  
ELA: Particular focus for ELLs is on Tier 2 and Tier 3 vocabulary development. NYSESLAT and NYSITELL data support the need for additional support in reading and writing for our ELLs. Collaborative Inquiry groups are studying our NYSESLAT and NYSITELL data to drive instruction.  
Math: AIS Math focus for ELLs is on academic vocabulary and comprehending word problems.  
In addition, our focus on academic language extends to all content areas during the school day - Science, Social Studies, the Arts, etc.  
Bilingual staff and/or translators are utilized when necessary.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on longitudinal NYESLAT data, we ELL students progress through levels of proficiency within three years. Most of our kindergarten ELLs are proficient by 2nd grade.
12. What new programs or improvements will be considered for the upcoming school year?  
P.S. 277 has begun using Go Math, a Common Core aligned Math program. In addition, we have begun using the DRA2 to assess our students.
13. What programs/services for ELLs will be discontinued and why?  
No programs are being discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs receive the same opportunities as all other students at Public School 277. They are invited to participate in all after school programs based on grade level. P.S. 277 offers a recreation program to all students. The recreation program is held on Friday afternoons and includes, drama (5th grade), geology(4th grade), track(3rd grade) and basketball(2nd grade).We also offer a Saturday program to our third, fourth and fifth graders, which provides extra support with ELA and Math skills. A letter is sent home to all students inviting them to participate in these programs. ELLs are given letters in their native language inviting them to participate.
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.  
Glossaries and dictionaries are available in native languages as well as bilingual area content library books. Go Math, offers a Spanish version of all resources. Our math coach gives parents access to this resource, if requested.  
Former ELLs receive test modifications, aligned to NYS regulations., LEAP Frog, Waterford Early Reading Computer Program, Interactive ESL websites, i.e., Starfall, and alternate text set libraries. Materials used for subgroups are Listening For Vocabulary and Scholastic Magazine and videos.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native Language support is provided as mandated by CR Part 154. Parents receive communication in their native language. Translation services are available at the school or through the DOE Translation Unit. Report cards are in students' native languages. Native language dictionaries and glossaries are available to the students. Additionally, students are paired with other students who speak the same language, as appropriate, to assist in translation, comprehension, etc. Computers/websites are also used to support the native languages of our students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Administration and teacher teams ensure that resources are age and grade appropriate. Our Inquiry Team is looking closely at the resources we use to develop age/grade appropriate academic vocabulary activities.
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).  
All newly enrolled students, including ELLs, are invited by our Parent Coordinator to an open house the Spring prior to first attendance. Tours are offered in which the parents and students are able to visit classrooms, talk to administration and teachers. There is also an open house for all incoming Kindergarten students on the first day of the school year.
19. What language electives are offered to ELLs?  
No language electives are offered to any students at Public School 277.

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)?

**Not applicable.**

## 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.)

The training will focus on understanding and using specialized instructional strategies to meet the needs of the ELL population. We will also make arrangements for our staff to attend ENL Professional Development offered by our District and the DOE. Scheduled topics include: Universal Design for Learning; Scaffolding Performance Tasks for ELLs, and Word Play. Our ESL teachers and school secretaries also participate in trainings offered by the Office of English Language Learners. Our tentative schedule for the 2015-2016 school year is as follows:

Sept: ELL Identification Procedures and Using Data to plan for instruction  
Oct: How to Select Vocabulary Words for Instruction  
Nov: Communicating with Bilingual Parents  
Dec: Using Data to Inform Instruction  
January: Helping our ELLs to meet the demands of the ELA  
March: Helping our ELLs to meet the demands of the Math Exam  
April: The NYSESLAT: A Closer Look

Our ENL teacher will also provide professional learning for staff members that targets the needs of the ENL population. This will amount to 15% of required professional development hours for teachers. The ENL teacher will receive additional professional development in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher will turnkey pertinent information with the staff.

Agendas and attendance documents will be maintained for all professional development. These documents will remain on file in the principal's office.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ESL Teacher is invited to attend District/Citywide Professional Development that addresses instructional strategies to meet the needs of ELL students and are Common Core- aligned. We also provide Professional Development to all staff led by our ESL certified teacher. During PD teachers will learn to modify their lessons and use ESL strategies for instruction. They will focus on tier 2 and 3 vocabulary words in non-fiction texts aligned to Common Core.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our Counselor meets with small groups of students to help transition to middle school. He also meets with parents to address their concerns and offer support during the transition to middle school. Teachers are invited to attend these parent meetings. In addition, Our Counselor meets with Grade 5 teachers to provide training, support and to answer any questions regarding the transition to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All staff participate in school-based and network-based Professional Development to meet the requirements of Jose P. ELL training is also provided during Faculty Conferences and on Chancellor's Professional Development days. Currently, all pedagogues who work with general education ELL students have received more than the minimum 7.5 hours of ESL professional development. All pedagogues who work with Special Education ELL students have exceeded the minimum 10 hours of ESL professional development. Agendas and sign in sheets of these trainings are kept on file.

### 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?

The ESL teacher conducts individual meetings with parents to discuss their child's progress and proficiency levels. These meetings take place once in the Fall and once in the Spring. When needed a member of the LAP Team assists for translation.

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.

Records of parent outreach which include meetings, phone calls, and letters are maintained in the ELL file cabinet in the ESL teacher's office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of all our students, including ELLs, are very active members of the school community. Parent volunteers provide training to both teachers and students in the following areas: Google Earth, Visual Arts and Technology (Renzulli). Parents are invited twice monthly to Parent Workshops provided by the Parent Coordinator. Translators and/or DoE Translation Services are available, if needed, at these meetings. Our Parents Association actively fundraises for our school and supports our Recreation Program and the purchase of supplies and materials. They also fund an Art program for Grades Kindergarten through Grade Five.. Each Spring, parents actively participate in our culminating Arts activities and a Fifth Grade dramatic performance. Administration celebrates parent involvement each spring with a luncheon that is well attended.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Public School 277 partners with the following CBOs to provide services to parents of all students, including ELLs: Gerritsen Beach Cares, WE CARE, the VFW, Flags for the Flagless, Astoria Savings Bank, Our News, Gerritsen Beach Volunteer Ambulance Service, and the Gerritsen Beach Public Library.
5. How do you evaluate the needs of the parents? Parents' needs are evaluated through surveys conducted by our Parent Coordinator and through the Learning Environment Survey. We closely examine the parent responses and use that information to address their needs and/or concerns.
6. How do your parental involvement activities address the needs of the parents? Our Parent Coordinator covers a variety of topics in her workshops including Foundations Reading Program, Fire Safety, CPR, College Savings Plan and Handwriting Without Tears. In addition, the Guidance Counselor provides transitional workshops for our in-coming Kindergarten and our out-going Fifth Grade. Additional Topics are determined based on feedback from the parent surveys and conversations with the parents.

### 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: <u>P.S. 277</u>		School DBN: <u>22K277</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanne M. Fish	Principal		1/1/01
Janet M. Kennedy	Assistant Principal		1/1/01
Karen Salinas	Parent Coordinator		1/1/01
Jamie Vega	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
Daniel Caiazzo	School Counselor		1/1/01
Julia Bove	Superintendent		1/1/01
Christine Etienne	Borough Field Support Center Staff Member		1/1/01
Lori Yurman	Other <u>I.E.P. Teacher</u>		1/1/01
Natalya Varshavsky	Other <u>School Psychologist</u>		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **22K277** School Name: **Gerritsen**  
Superintendent: **Julia Bove**

### Before you begin, please check the following:

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

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

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

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

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

When a parent arrives at our school to register their child, they complete a Home Language Survey. Included in this survey, parents are asked in what language they would like to receive written and oral communication from the school. If it is determined that there is a language other than English spoken in the home, either our licensed ESL Teacher and/or Mrs. Kennedy, the Assistant Principal, conducts an oral interview with both the parent and the child. This is done to determine if the NYSITELL will be administered to the student. If a parent requires oral interpretation services in order to participate in the interview, a member of our school Interpretation Team is called to translate for the parent. If we do not have a team member available who speaks their native language, we enlist the aid of the DOE Translation/Interpretation Unit to translate by means of a telephone conference call. Translation/interpretation information is also obtained through the Parent Survey distributed during the ELL Parent Orientation meeting, the information provided by all parents on the Blue Home Emergency Card and through outreach conducted by the Parent Coordinator. We use this data to make a list of all parents requesting/requiring translation and/or oral interpretation. It is then disseminated to the staff.

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

Twelve families have requested that information be sent home to them in both English and their native language. This information was

disseminated to our school community through our ESL/LAP Team, School Leadership Team, Parent Coordinator and Parent Association. Teachers of individual students are also informed of the home language of the students in their class. The translation services that we specifically provide include, one in Spanish, seven in Chinese, eight in Russian, and three in Arabic.

## **Part B: Creating a Communications Calendar**

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

The documents that we disseminate to our families that require translation include: parent-teacher conference invitations, after-school program information, New York State testing dates, Parent Workshops and events, curriculum and academic program information, student Report Cards, NYC Code of Discipline, and all centrally distributed announcements.

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

Face to Face meetings with parents include: Parent-Teacher Conferences in the Fall and Spring, Family Engagement Night in September and May, and Kindergarten Meet and Greet in September. In addition, occasional phone calls and/or meetings with classroom teachers, attendance teacher, guidance counselor, and other support staff take place when necessary.

## **Part C: Providing Language Assistance Services**

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

Written translation services will be provided by in-house school staff, parent volunteers and our Parent Coordinator. We will also network with neighboring schools to procure personnel that will assist with written translation services. Before correspondence is sent home to parents, we will avail ourselves of services provided by the DOE Translation and Interpretation Unit. In this way, all correspondence is sent home at the same time. English and foreign language report cards, as well as any other materials

available from the DOE in multiple languages, are obtained in all relevant languages and sent home simultaneously.

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

Oral interpretation services will be provided by in-house school staff, parent volunteers and our Parent Coordinator. It has been our experience that parents prefer to bring a friend/family member to translate during parent/teacher conferences, meetings, etc. When interpretation services are necessary for parents to communicate with the staff, arrangements will be made to have a member of our Translation Team available to attend the meeting. When further support is necessary we will also make arrangements for oral interpretation services (phone conference calls) offered by the Translation and Interpretation Unit of the DOE.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

School staff will be apprised of translation and interpretation services at Faculty Conferences in the Fall and Spring, when brochures and guides will be distributed. In addition, when the need arises, emails and memos to staff will be distributed in a timely manner.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Notices are prominently placed in the entranceway and main office of our school notifying parents that translation services are available. The DoE Bill of Parents Rights and Responsibilities pamphlet, in English and translated versions, is available in our main office. When a parent enrolls a child in our school and indicates that a language other than English is spoken by the parent, registration materials, including the Home Language Survey, are given in the parents' native language, when possible. Translators are available at the ELL Parent Orientation meetings, where parents watch the DVD and complete the program selection form in their native language and/or English. Oral translation services are made available to the parents, either by a bilingual staff member or through the DoE translation and interpretation unit. We maintain a current record of the primary written/spoken language for each and

every student/parent in our school. This information is collected from parent surveys, HLIS forms, Blue Home Emergency Cards, parent orientation meetings and outreach conducted by our Parent Coordinator. Documents including report cards, student progress reports, conduct, safety and discipline regulations, and entitlement of services notifications, as well as those documents identified by the Translation and Interpretation unit as containing critical information, are obtained and sent home in relevant, covered languages. Members of our Translation Team are available to clarify and answer questions. Translation services are available for parent teacher conferences. Every effort is made to have bilingual translators at all school events. Chancellor's Regulations A-663 are reviewed annually by our LAP team, ensure they are in place.

#### **Part F: Monitoring and Quality Control**

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

Our school will periodically distribute parent satisfaction surveys, in appropriate languages to gather information on the needs and concerns of the parents of our ENL students.