

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

04M057

School Name:

JAMES WELDON JOHNSON

Principal:

LORRAINE HASTY

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: James Weldon Johnson Leadership Academy School Number (DBN): 04M057
Grades Served: K-8
School Address: 176 East 115th Street New York, New York 10029
Phone Number: 212 876-5522 Fax: 212 860-6072
School Contact Person: Lorraine Hasty Email Address: LHasty@schools.nyc.gov
Principal: Lorraine Hasty
UFT Chapter Leader: Paula Albury
Parents' Association President: Maria Quiroz
SLT Chairperson: Janet Tsveer
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120th Street New York, NY 10035
Superintendent's Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212 348-2873 Fax: 212 348-4107

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th Floor 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (646) 470-0721 Fax: (917) 3391765

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)
Lorraine Hasty-Capers	*Principal or Designee	
Paula Smalls-Albury	*UFT Chapter Leader or Designee	
	*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	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Teamwork All For One! is the mantra that drives our schoolwide program. Thus, activities for all stakeholders are designed to encourage a collaborative mindset that embraces the belief that, "It takes a village to raise a child." Therefore, student academic achievement and holistic development are at the focal point of our school mission, programming and implementation. To that end, we have several program features that contribute to our organizational and instructional quality. These components support rigorous instruction and a positive learning environment, encourage teacher and family engagement, promote distributive leadership and insure collegiality and trust via approaches, programs, initiatives, extensions and partnerships including, but not limited to the following:

- City Year Program – A multi-faceted academic & recreational support system of well-trained young adults who provide students with tutoring and mentoring for varied skills development in the areas of literacy, physical education and the arts.

- 92nd Street Y Program – an arts enrichment program for students that includes musical appreciation and cultural awareness and prepares students for public performances in singing, xylophones and woodwinds)

- 'Y' Program – A recreational program for kindergarten - 5th grade students which provides time for after-school activities and homework help.

- Satu rday Academies – Focused 3 – 4 hour sessions designed for ELA and math remediation and skills building in preparation for the citywide tests.

- Extended-day Programs – After-school academic tutorials for targeted students' support in reading, math and science

- ELLs Extended-Day Program – An after-school language development initiative for K-8th grade English Language Learners designed to support reading fluency and comprehension

- AIS (Academic Improvement Services) – One-on-one and small group instruction provided to 1st grade – 8th grade students during the day via a push-out/pull-out model

- Reading Rescue - An early childhood literacy program delivered via daily 30-minute, one-on-one sessions to remediate targeted students in K and 1st grades.

- Little S cholars – An interdisciplinary enrichment program designed for high-performing K-4th grade students that focuses on ELA skills building via reading, writing, speaking and listening and incorporates the multiple intelligences approach.

- Physical Education – Varsity Basketball, Mighty Milers, Cheerleading, Flag Corps, Step team, Track & Field (grades K – 8), Karate, Swimming, Soccer and Asphalt Green Recreation Program

- Roads to Success – NYC mayoral initiative for middle school students accentuating recreation & arts, homework help, social development activities, and college & career readiness activities.

- Community S ervice – A positive behavior and social development program for middle school students.

- Horticultural Society – Students in grades 3-6 investigate science concepts via hands-on botanical activities that emphasize gardening activities and observations.
- Voices of 57 – Choral group of K-7th grades students who sing weekly in preparation for vocal performances. Rehearsals integrate the development of vocal ability, music appreciation & social and listening skills.
- Mano a Man o – The end-of-the-year two-pronged celebration of student, teacher and parent artwork which is displayed via corridor galleries throughout the building and represents a singular thematic focus. The complementary arts component is a performing arts evening program that presents the culminating performances of most of the schoolwide enrichment activities in all grades.
- Winter Festival of Lights – Celebration of the December holidays accentuating cultural diversity and celebrating the joys of the season.
- Spirit Day & Pajama Day – Whole-school social events that are designed as test-prep, stress-reduction activities for students and staff including music, competitions, prizes and ‘hat’ project displays.
- Ballroom Dancing – Professional dance instruction for students in grades 5 & 8 to develop their dance expression, social skills and cultural awareness.
- Cook Shop - A Food Bank-sponsored, science, health and wellness program for students & families in which the characteristics and benefits of various foods are explored, prepared & sampled. Literacy connections are incorporated into CCLS lessons that are presented in classes to increase concept understanding and real-world connections amongst the participants.
- Cool Culture – “An organization that ensures that families can seize the limitless learning opportunities in our city’s arts and cultural institutions with fun, enriching experiences for young children and their families.”
- Urban Advantage – A middle school initiative which provides materials and professional development for teachers and focuses on selected science concepts and incorporates real-world explorations.

VISION AND MISSION STATEMENT

The vision of the P.S. / M.S. 57 Educational Community is to enable the children we serve to achieve the highest levels of their intellectual, emotional and social capabilities so that they can become life-long learners, problem solvers and productive members of society.

The P.S. / M.S. 57 School community seeks to provide an environment that strives through educational excellence, to enable all students to expand their horizons and build toward achieving their dreams. Students, parents, staff and community working collaboratively, will develop a child-centered, enriched instructional program that supports high standards and expectations for all students.

P.S. / M.S. 57’S PHILOSOPHY

The education of children begins in the home and is continued through a partnership between parents, educators and the community.

We believe that all children will achieve when provided with active learning experiences that challenge and build real-life connections.

Children must be empowered to become full participants in their education.

P.S. / M.S. 57'S MASCOT

We are proud to celebrate P.S. 57's mascot, the "Tiger".

P.S. / M.S. 57'S MOTTO

"EXPANDING HORIZONS AND STRIVING TOWARDS EXCELLENCE"

Teamwork All For One!

04M057 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	857	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	N/A	# Drama
# Foreign Language	6	# Dance	4	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	86.1%	% Attendance Rate		92.0%
% Free Lunch	81.5%	% Reduced Lunch		0.7%
% Limited English Proficient	15.0%	% Students with Disabilities		26.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		25.7%
% Hispanic or Latino	68.1%	% Asian or Native Hawaiian/Pacific Islander		3.4%
% White	2.3%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)		8.27
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	24.0%	Mathematics Performance at levels 3 & 4		30.8%
Science Performance at levels 3 & 4 (4th Grade)	86.5%	Science Performance at levels 3 & 4 (8th Grade)		63.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

According to the 2014-2015 Quality Snapshot our rating for closing the achievement gap for special education and the bottom third of the student population was rated as ‘good’. We believe that by improving instruction, particularly in the areas of teacher-as –facilitator and discussion and questioning strategies, we can also continue to improve student achievement for ALL students. The Administrative Team will continue to use the Danielson Framework as a resource that will guide conversations to target our school’s focus on ELLs & special education and the identified bottom third.

Part 2 – Annual Goal

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

By June 2016, the administrative team will conduct at least 4-6 observations per teacher & instructional staff supporting findings with collaborative conversations, timely feedback and meaningful next steps to improve rigorous instruction, increase student engagement and maintain the ADVANCE evaluation rating of ‘Effective’ or higher for at least 95% of the teaching staff according to the Danielson rubrics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Principal, the Assistant Principals and the teachers will continue to analysis instructional practices and plan individual next steps via Danielson Framework Rubrics.</p>	<p>Pedagogical Staff</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Mentors, Lead Teacher</p>

The Principal and the Assistant Principals will be responsible for carrying out classroom visits, setting up follow-up administrator/teacher meetings and facilitating conversations around the Danielson Framework and in putting data in the online ADVANCE reporting system within the prescribed time period.	Pedagogical Staff	September 2015-May 2016	Principal, Assistant Principal
Professional development will be provided in the areas of the components of the Danielson Framework and Best Practices	Pedagogical Staff	September 2015- June 2016	Educational Consultants, Selected Teachers
Provide family workshops on Common Core Learning Standards throughout the year	Families	October 2015-May 2016	Administrators, Selected Teachers, District Workshop Leaders

Part 4 – Budget and Resource Alignment

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

- The administration will create a September-May calendar that outlines four cycles of observational rounds.
- The administration will meet weekly to discuss its findings and plan for individual professional development to incrementally support teachers in 1-2 identified areas of need.
- Family workshops will be scheduled monthly in collaboration with the SLT, PTA and Parent Coordinator.
- Educational Consultants will be scheduled to support teacher pedagogical development via hands-on workshops, professional discussion and reflective practice.

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

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

Part 5 – Progress Monitoring

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

The mid-point benchmark will be identified as the number of observations teachers received that were recorded in the ADVANCE login data system at the ending of December 2015 to the beginning of January 2016. It is expected that 70%> teachers will have improved in 1-3 components/areas identified as “DEVELOPING’ within the initial two observational cycles.

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

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

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

Part 1 – Needs Assessment

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

According to the 2014-2015 Quality Snapshot our annual attendance rate was 92% which is lower than the city wide attendance goal of 95%. We will use our PBIS (Positive Behavior Improvement System) to frame and support our efforts to: improve overall attendance, enhance students’ school spirit and support students’ improved behaviors which are in compliance with the ideals of the school pledge that has every student reiterate daily, “I am responsible, I am respectful, I am reflective . . .”

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Varied small group instruction & tutors (e.g. Paras, Reading Rescue, City Year) will work 1:1 and small groups to build</p>	<p>Students in grades K-8</p>	<p>End September</p>	<p>Teachers, Paras, City Year, Student Teachers, Support</p>

students' phonemic awareness & ELA and mathematics competencies		2015-Mid June 2015	Staff, Family Volunteers, School Aides
Student peer sharing using specified discussion prompts, written and oral reflections, student journaling, exit slips, project development, checklist, & rubrics	Students in grades PreK-8	September 2015-June 2016	Teachers, Paras & Support Staff
Grade-level and school wide instructional planning , looking at student work & refining lesson plans to include strategies based on assessments and benchmarks	Students in grades PreK-8	September 2015- June 2016	Administration, Teachers Instructional Lead Team & Paras
Teachers will provide explicit/direct instruction, task modeling and opportunities to learn via differentiation & multiple intelligences (linguistic, visual, interpersonal, etc.)	Students in grades PreK-8	September 2015- June 2016	Administration, Teachers & Paras
Teachers and support staff will provide specified after-school enrichment activities to improve students' language proficiency in the use and expression of accurate vocabulary and spelling, enhanced reading comprehension, improved speaking facility and active listening skills.	Students in grades PreK-8	September 2015- June 2016	Administration, Teachers, Paras, parents & volunteers

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.											
We will have monthly grade level student team meetings to recognize and highlight classes and students that have 100% attendance as well as most improved attendance for the month. Incentives in the form of certificates, movie tickets, medals, etc. will be given to students and classes throughout the 2015-2016 school year to recognize attendance improvement and achievement.											
Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monthly ATS mid-point benchmarks will be evaluated to determine attendance progress and provide parent outreach by administration, guidance counselor, social workers and support staff.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Data indicated that students had varied levels of ELA mastery which required differentiated instruction. This information provided was obtained from lesson plan reviews, classroom observations, Instructional Lead Team & grade-level meetings, Staff/administrative Walkthroughs, project planning & best practices discussions, Looking at students’ work, rubrics development and next steps projections.

Part 2 – Annual Goal

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

By June, 2016 we will have matched instruction to individual student needs by differentiating, planning for and purposefully teaching to small groups and individuals via consistent provision of relevant and useable supports in every class; offering a comprehensive system of AIS services in literacy and mathematics for students in 3rd- 8th grade; providing Reading Rescue for 15> early childhood students, providing targeted SETSS in-classroom instruction; and offering targeted instruction during, extended-day school, Saturday academies, ESL Literacy extended-day program for students in K-8th grades and 2> specialized, small-group enrichment cohorts for students’ academic advancement and social/emotional development. Such targeted work will result in an increase in students’ Diagnostic Reading Assessment/Running Record scores in grades K – 5th and at least 50% of all students in 3rd-8th grades demonstrating a one-year increase in scale score on the New York State English Language Arts and Mathematics assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Varied small group instruction & tutors (e.g. Paras, Reading Rescue, City Year) will work 1:1 and small groups to build students' phonemic awareness & ELA and mathematics competencies	Students in grades K-8	End September 2015-Mid June 2015	Teachers, Paras, City Year, Student Teachers, Support Staff, Family Volunteers, School Aides
Student peer sharing using specified discussion prompts, written and oral reflections, student journaling, exit slips, project development, checklist, & rubrics	Students in grades PreK-8	September 2015-June 2016	Teachers, Paras & Support Staff
Grade-level and school wide instructional planning , looking at student work & refining lesson plans to include strategies based on assessments and benchmarks	Students in grades PreK-8	September 2015-June 2016	Administration, Teachers Instructional Lead Team & Paras
Teachers will provide explicit/direct instruction, task modeling and opportunities to learn via differentiation & multiple intelligences (linguistic, visual, interpersonal, etc.)Teachers and support staff will provide specified after-school enrichment activities to improve students' language proficiency in the use and expression of accurate vocabulary and spelling, enhanced reading comprehension, improved speaking facility and active listening skills.	Students in grades PreK-8	September 2015- June 2016	Administration, Teachers & Paras

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.										
Instructional Lead Team in collaboration with grade level teams have created a school-wide assessment calendar and assessment binder for each grade and subject area to be utilized during the 2015-2016 school year. Grade level and vertical level teams will analyze student data for implications for teaching, learning and next steps.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP	Title I TA	Title II, Part A		Title III, Part A		Title III, Immigrant	
	C4E		21 st Century Grant	SIG/SIF	PTA Funded	X	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.

School-wide grade level benchmark assessments in reading, math, social studies and science, 6/8-week End-of-Unit assessments to determine progress and identify needed 'next steps' to continue upward performances.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

-

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

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

Part 5 – Progress Monitoring

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

-

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.

The 2014-2015 Family Survey indicated a need for additional school-wide workshops/activities to improve school/home connections and provide family support for the improvement of student social emotional/academic improvement. Although there has been a measurable improvement in parent attendance at cultural events and celebrations, attendance sheets from parent meetings indicated that the same parents were not attending meetings, events, and workshops related to academics. In addition, attendance sheets for the curriculum-focused activities specifically indicated that Middle School parents represented less than 10% of parents attending meetings and workshops

Part 2 – Annual Goal

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

By June, 2016 school year, we will have continued to work to increase family engagement through our monthly parent communique (The In Touch Newsletter) a system of home visitations, a family-friendly school website, a family engagement/support center, ESL & GED programs and student/family extracurricular academic, sports and arts instruction. As a result of this work, the internal student and family surveys will indicate at least a 10% increase in the participation levels as measured by attendance rosters provided through multiple opportunities to be involved with the school’s varied activities; and at least a 10% increase in the number of parents responding to the 2015-16 Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Communiques via school calendar, monthly newsletters, outside information board highlights school related information and events, and phone ‘blasts’ 2. Parents-as-Partners in classroom events provided opportunities for family/school collaboration using hands-on activities that strengthened the home-based effectiveness, celebrated students’ academic and creative expression and supported student achievement 3. Administration, Staff, Parents, Students, SLT, and Parent Coordinator scheduled, organized, and facilitated the on-going development of family involvement events/activities which included, but not limited to the following: 4. Administration, Staff, Parents, Students, SLT, and Parent Coordinator scheduled, organized, and facilitated the on-going development of family involvement events/activities which included, but not limited to the following: 	<p>Parents/families of students in PreK-8th grades</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers Instructional Lead Team, Office Staff Paras, Parents & volunteers</p>
<ol style="list-style-type: none"> 1. Parent coordinator and PA executive board will meet with administration to collaborate on family events and activities for the year 2. District parent advocate will provide monthly city-wide parent events, workshop and activities for families 3. Administration and teachers will provide on-going feedback to parents regarding instruction, student progress, and class/school events 	<p>Parents/families of students in PreK-8th grades</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers Instructional Lead Team, Office Staff Paras, volunteers, Parents & District Staff</p>
<ul style="list-style-type: none"> • Curriculum Day to introduce grade-specific plans and parent support. 	<p>Parents/families of students in PreK-8th grades</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers Instructional Lead Team,</p>

<ul style="list-style-type: none"> • Provide calendar of school-wide family events and activities. • Parent workshops to give support in content areas, such as strategies to help the child. • Establishing a relationship and communication through letters, web site, phone, and communication logs. • Parent monthly newsletter to inform families of important school-related curriculum support. • Jupiter grades reporting system for parents to follow how their child is doing in class. <p>Collect data via sign in sheets which we expect will reflect an increase in parental involvement based on all of the opportunities provided parents throughout the year. As well, additional family workshops/activities will be implemented to strengthen the home/school connection and student achievement.</p>			Office Staff Paras, Parents & volunteers
Attendance will be taken and reflection forms given at parent/family events in order to evaluate increased participation from previous years, determine which events were most attended, and to analyze the success of each event.	Parents/families of students in PreK-8 th grades	September 2015-June 2016	Administration, Teachers Instructional Lead Team & Office Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
-
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Benchmark results/assessment	Novel Ties, AIS Reading Program, Shared Reading, Response to Literature, Independent Reading, Guided Reading, Reading and Writing conferencing, New Bridge	Small group instruction & one-on-one	During school, after school & Saturday Academy
Mathematics	Benchmark results/assessments	Interactive math, Number Talk, Mentor Math	Small group, one-on-one & tutoring	During school, after school & Saturday Academy
Science	Benchmark results/assessments	Science Labs, Inquiry Approach	Small group instruction	During school & after school
Social Studies	Benchmark results/assessments	Research, Using Data	Small group instruction	During school & after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS Data	Self Esteem, Bullying, Cutting, Grieving, Peer Pressure Self Esteem, Bullying, Cutting, Grieving, Peer Pressure	Small group, one-on-one	During School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment via:</p> <ul style="list-style-type: none"> • Open Market • Effective teachers' referrals • Principal cohort referrals • Teachers' lesson demonstrations <p>Retention via:</p> <ul style="list-style-type: none"> • Distributive leadership opportunities • Team building events & activities • Excellence in education teacher recognitions • Preference consideration <p>Assignments via:</p> <ul style="list-style-type: none"> • Preference consideration

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	521,594.00	#INGEST ERROR!	#INGEST ERROR!
Title II, Part A	Federal	114,103.00	#INGEST ERROR!	#INGEST ERROR!
Title III, Part A	Federal	13,288.00	#INGEST ERROR!	#INGEST ERROR!
Title III, Immigrant	Federal	0	#INGEST ERROR!	#INGEST ERROR!
Tax Levy (FSF)	Local	5,059,414.00	#INGEST ERROR!	#INGEST ERROR!

¹Explanation/Background:

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/MS 57 James Weldon Johnson</u>	DBN: <u>04M 0 57</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>54</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: James Weldon Johnson will use Title III funds to create an after school program that provides additional instructional support for English Language Learners (ELLs). The program will target ESL students in Kindergarten, 1st and 2nd grades. The program is designed to strengthen reading, writing, listening and speaking skills in English for this population of students. Students will use learning strategies that will strengthen their literacy skills with fiction and nonfiction texts. We will also dedicate time to practicing listening skills using the Continental's New York ELLs books since we noticed that our students showed a deficit in this particular across the board. Using various fiction and non-fiction texts combined with the Continental's New York ELLs test prep books will provide ample resources for ELLs to improve skills in writing and speaking.

- These are strategies that can be applied when students take standardized tests at the end of the year. For example, some important learning strategies include identifying problems, using background knowledge, making inferences, making predictions, personalizing, transferring/using cognates from the first language, paraphrasing, finding patterns, classifying, using selective attention, taking notes, using graphic organizers, summarizing and accessing information sources.

- Rationale:

- The program targets Kindergarten, 1st and 2nd grade ELLs because the fewest number of students in these grades scored proficient on the 2014 NYSESLAT when compared to students in the upper elementary and middle school grades. Also, a high number of students in these grades scored at the high Advanced level, so we believe targeting these students now will help them test out prior to them being considered "Middle" or "Long-term" ELLs.

Another reason for targeting these grade levels is that the number of ELLs in the early elementary years is the largest when compared to ELLs in the upper elementary and middle school grades. We hope to reduce the ELL population in the lower grades with this program.

- Subgroups:

- The after school program will serve Kindergarten, 1st and 2nd graders who are entitled to ESL services based on their performance on the NYSITELL or NYSESLAT assessments. The students will be split up by grade and then within the grades they will be split up based on their NYSESLAT levels and their competency in the modalities. The English language proficiency of the students is diverse in that there are students at beginning, intermediate, and advanced levels in each grade.

- Schedule & Duration:

- The program will take place on Wednesdays and Thursdays after school from 2:30- 4:30 p.m. and will run from the first week November until the end of May.

- Language of Instruction:

- The language of instruction will be English.

Part B: Direct Instruction Supplemental Program Information

Number & Types of Certified Teachers:

- The program will consist of four teachers. Two of the teachers are certified in Bilingual Education and 2 teachers are certified in Teaching English as a Second Language.

Types of Materials:

- We will purchase fiction and non-fiction texts as well as Continental's New York ELLs test prep books for grades K-2.

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Part C: Professional Development

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

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

Begin description here: _

Rationale:

- The Title III program will allow James Weldon Johnson to offer professional development opportunities to the lead teachers in the after school program for ELLs. The lead teachers will also share their acquired knowledge about teaching ELLs with staff members, teachers and the administration who work with this population of students during the 80 minute professional development time on Mondays.

- The professional development opportunities include outside workshops, trainings and conferences delivered by experts in the field of ESL pedagogy. Another type of professional development will take place among the lead teachers in the after school program for ELLs. Additionally, the lead teachers will work collaboratively with grade teachers who instruct the ESL students in the after-school program during the day.

Teachers to Receive Training:

- The teachers who will receive training include the two ESL Teachers and the two teachers with Bilingual Certification. Additional training will be targeted towards the classroom teachers of ELLs.

Schedule & Duration:

- There will be a series of workshops within the school for the teachers in the after school program as well as the teachers who teach those ELLs during the 80 minutes of professional development on Mondays. In December, there will be three workshops. In February, there will be another set of three workshops. The presentations during the 80 minutes of professional development on Mondays will focus on reading comprehension strategies for ELLs, vocabulary instruction for ELLs, writing strategies for ELLs, the importance of scaffolding and building on students' prior knowledge, lowering the affective filter for ELLs, and addressing CALP, or students' academic language in speech.

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Part C: Professional Development

Topics to be Covered:

- The workshops will cover topics such as collaborative teaching practices for teachers of ELLs, integrating technology in the classroom targeted towards ELLs, current research in strategies that work for ELLs, common core standards and ESL students, and how to identify a learning disability or a language acquisition issue.

- Name of Provider:

- Trainings, workshops and conferences are provided by professional organizations like TESOL Inc., Teachers College, New York State TESOL, etc.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Rationale:

- The after school program for ELLs will include a parent component. The program aims to build positive relationships with the families of ELLs by including them in the learning process. The after school program will accomplish this goal by inviting parents to visit the classroom on special days when their child is showcasing their work, by inviting parents to workshops on strategies that can help parents of bilingual children improve their skills, and through teacher-parent outreach letters that introduce parents to the lead teachers in the after-school program and invite them to open up a continuous dialogue with the parent about their children.

- Schedule and Duration:

- Workshops for the parents will be held on Saturdays. The Saturday workshops are programmed to run for two Saturdays and each session will last for four hours.

- Topics to be Covered:

- In order to maximize learning potential in the home environment, PS 57 will develop center- based workshops for parents and students geared to help parents make routine activities at home learning experiences for their children. The focus of these workshops for parents of ELLs will include workshops entitled, " You Are Your Child's Best Teacher", "Making Learning fun," "Helping Your Child Succeed in School," and "Building Parent-Child Relationships at Home and at School." PS 57 will support any parents who are new to the community with an additional workshop addressing their concerns about their rights as a parent and their child's education. The parent workshops will be conducted in English and Spanish. If necessary, translators will be available in other languages.

- Name of Provider:

Part D: Parental Engagement Activities

The four teachers of the after school program will reach out to the parents of their ELL students to initiate the teacher-parent outreach letters. The Saturday workshops will be organized and run by licensed teachers and an administrator.

- How Parents will be Notified:

- Parents will be notified about the after school program, workshops and other activities through letters that will be translated into multiple languages. Additionally, the school will make calls home to parents to inform them of ways to involve their child in the school community.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 4	Borough Manhattan	School Number 57
School Name James Weldon Johnson		

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 Lorraine Hasty	Assistant Principal Jonathan Lee
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Andrea Dell'Olio	School Counselor
Teacher/Subject Area Bridget McElroy, ENL Teacher	Parent Diana Cardenas
Teacher/Subject Area	Parent Coordinator Lizbeth Rivera
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	867	Total number of ELLs	105	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	43
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	47		4							0
DL										0
ENL	25		20	30		18	3		2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	9	18	10	10										0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	0		0
4	7	1	0		0
5	1	2	0		0
6	11	1	0		0
7	8	1	0		0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3	0	4	0	1	0			0
4	5	0	1	0	2	0			0
5	6	0	4	0	0	0			0
6	10	0	2	0	0	0			0
7	9	0	0	0	0	0			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			5		3		2		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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Early literacy skills are assessed with Fountas and Pinnell. This assessment tool examines reading behaviors and ascertains the accuracy, fluency, and comprehension levels of students when reading a leveled text. Entering level ELLs are assessed on letter recognition, reading high frequency words, phonological awareness and other early literacy behaviors using additional assessments from the Fountas and Pinnell program. The data provides an insight into which ELLs are above-level, on-level and below-level. The overall trend across the grades shows that ELLs are either on-level or below-level in terms of reading.

The data from the third grade ELLs highlights some of these trends. Students in the third grade should be reading book levels M-N at this point in the year. The results from the Fountas and Pinnell assessment show that, out of eleven third grade ELLs, two ELLs are reading on-level and nine are below-level. It should be noted, however, that six of the nine that are reading below-level are only one reading level behind and that two of the seven that are below-level are newcomer ELLs.

Furthermore, the data from this assessment is used to homogeneously group students for intensive instruction to increase their reading levels. The reading behaviors gathered from Fountas and Pinnell assessment help the classroom help, bilingual, ENL, and special education teachers to also focus on language features that are hindering a student's understanding when reading a text.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL was administered to 20 students based on the results of the Home Language Identification Survey (HLIS) and accompanying parent/child/trained pedagogue interview. There are 14 students who were identified as ELLs based on the NYSITELL assessment. In this group, 13 students are in kindergarten. Based on the NYSITELL, the majority of the recent ELLs in kindergarten are at the transitioning/expanding level. The one fourth-grade student, who is a newcomer ELL, scored at the Entering level. This student was tested in English but was unable to respond.

The data from the 2015 NYSESLAT exam show that the majority of our ELL students are testing at the Transitioning or Expanding

levels. About 18% of our ELL population has reached proficiency, or "tested out", as per the NYSESLAT exam, each year for the past two years.

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

Our school has only recently started using the Annual Measurable Achievement Objectives to inform instruction and planning. Annual Measurable Achievement Objectives 1

For instance, we have learned that a large number of our students who have tested at the Expanding level were only three or four questions away from reaching the Commanding level and therefore, "testing out". In reflecting upon this data, we will consider how we can aid those students in becoming proficient in English. In addition, the data has confirmed that many of our students are at-risk of becoming long-term ELLs, which is another issue we will address in terms of how we plan and implement instruction this year and in the coming years.

4. For each program, answer the following:

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

a. Students in grades 3-8 were administered the New York State ELA and Math assessments in the spring. A total of 68 English Language Learners (ELLs) were assessed. In those grades, the trend shows that twelve ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on the ELA assessment. In addition, nine ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on the Math assessment.

Students who are identified both as ELLs and as native Spanish speakers at the beginning of the year, as per the Home Language Identification survey and NYSITELL exam, are also administered the Spanish Lab exam. The results of the Spanish Lab exam show that the majority of ELLs are proficient in their native language. PS 57 will provide ELLs alternate language editions of state exams whenever necessary and we do anticipate needing to order an alternate language edition of the state exams this year. Currently, there are no qualitative data patterns that can be shared regarding this test taken in alternate languages.

c. The ELL periodic assessment has not been administered at PS 57 within the past two school years. However, the school leadership team uses data from the Spring 2015 NYSESLAT to set goals for students and drive instruction in the classroom.

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](#).]

Our school has a team of teachers responsible for streamlining Response to Intervention (RTI) protocols in the school. The team consists of an Assistant Principal, a Special Education Teacher Support Services (SETSS), an IEP teacher, a Literacy Specialist, a School Psychologist, a Bilingual Speech Teacher, a Bilingual School Social Worker, and two ENL teachers. Although the RTI team manages the process, the protocols set in place are a school-wide initiative. The students are initially assessed in September in reading, writing, and math by the classroom teacher. The data is analyzed to identify at-risk students. These students are grouped based on targeted areas of need and instruction is differentiated in the classrooms to meet the needs of all learners.

When high quality Tier 1 instruction does not seem to be working for some students, the teacher identifies the area of need and the student is pulled into a small group of students. The small group of students, which requires Tier 2 instruction then receives a letter home informing parents of this next phase of instruction as well as Tier 2 instruction for a six week cycle. If the student continues to struggle, the classroom teacher will request a meeting and discuss the case. At weekly meetings, the RTI team discusses cases that are of concern to classroom teachers and offers advice and suggestions to those teachers on strategies they can use to further target instruction. When Tier 1 and Tier 2 instruction do not work for a student, the student is pulled out for instruction in a group of 1-3 students. In Tier 3, the intervention provider will administer additional assessments to identify specific areas of need to target intervention. If Tier 3 instruction proves to be unsuccessful, the RTI reconvenes the case and discusses the next steps to be taken for the student to ensure his/her learning needs are being met and his/her future success.

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

PS 57 provides ELLs with the necessary supports in the areas of reading, writing, speaking, and listening in English within all content areas. There is daily collaboration amongst classroom teachers, service providers, and the ENL teachers in order to ensure instruction is taking into consideration the language needs of students. All teachers place high importance on building academic oral and written language, expanding background knowledge and creating comprehensible input as well as creating a print-rich environment. Other important strategies include setting clear language objectives, extensive modeling and scaffolding including providing language

structures such sentence starters or word prompts whenever possible. Teachers differentiate instruction in all lessons to ensure that ELL students, regardless of language level, have access to the same curriculum as their monolingual peers. This includes using the above-mentioned strategies and brainstorming additional strategies with the ENL teachers whenever necessary.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We do not have a dual language program at this time.

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

We examine the success of our programs for ELLs not only by examining the test results from the NYSESLAT, New York State ELA, Math, Science (grades 4 and 8 only) and predictive and interim exams, but also by communicating with the students, parents, and teachers of the ELLs to track their improvement. In the past two years, 18-20% of our ELLs have tested Proficient/Commanding on the NYSESLAT exam. The year before, only 13% of ELLs had tested out. In evaluating the success of our programs for ELLs, our school decided to hire an additional ENL teacher as well as add an additional Transitional Bilingual Education class within the past year. These changes have strengthened our programs and led to higher numbers of ELLs becoming proficient in English. In addition, in line with new CR Part 154.2 mandates, even after ELLs exit the program, we continue to monitor the progress of the former ELLs by providing a minimum of 90 minutes of instruction per week for each student to follow their continued language and overall academic development.

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.

When a parent registers their child for school at any point throughout the school year, one of the two ENL teachers is called to the main office to administer the Home Language Identification Survey (HLIS). If neither of the two ENL teachers is available, one of (2,3) bilingual certified teachers who is currently teaching in the Transitional Bilingual Education program is called down. All people who have been appointed as trained pedagogues who may administer the HLIS and conduct the home language interview speak English and Spanish fluently. In addition, both ENL teachers are Language Access Coordinators which enables them to access the Translation and Interpretation Department at any time. Information about the Translation and Interpretation Department is also kept in the Main Office of our school, should any other trained pedagogue need to use the services to provide home language support to parents who speak a language other than English or Spanish.

While conducting the Home Language Identification Survey as well as the parent and child interview in the language of choice of the parent, the trained pedagogue identifies the home language of the child and writes the two-letter home language code on the HLIS form. Once the home language of the student has been identified as “other than English” and the results of the interview have flagged the student as a potential English Language Learner, the NYSITELL exam is administered to the student. The student’s NYSITELL exam answer sheet is then scanned into ATS where a decision is made about the student’s English language proficiency. If the student is identified as an English Language Learner and he/she also has a home language of Spanish, the Spanish LAB is administered to the student.

The people responsible for all steps throughout the process are Andrea Dell’Olio, ENL Teacher K-4, and Bridget McElroy, ENL Teacher 5-8. Other pedagogues who participate in this process but who are only responsible for administering the HLIS, conducting the parent-student interview, and recording the home language decision on the HLIS are Wanda Bochno, Kindergarten TBE Teacher, Sara Parra, 1st Grade TBE Teacher, and Ramos-Cruz, 2nd Grade TBE Teacher.

We ensure that the intake process is completed within 10 days by checking RLER every Monday to see if there are students who need to be tested, giving potential ELLs the NYSITELL exam and/or the Spanish Lab exam within one or two days of their first day of school, and sending out the necessary paperwork to parents the same it is determined the student is an ELL. This ensures that the intake

process is complete well in advance of the 10 day deadline.

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).

Currently we do not have any students at our school who have been identified as Students with Interrupted Formal Education (SIFE). However, when students enter the school past 3rd grade and are identified as English Language Learners, a home language assessment is given to determine the reading and math levels of the student within the first two weeks of school (10 school days). If the results of that assessment show that the student has a reading and math level at least two years below grade level, that student is identified as a potential SIFE. Once the student has been identified as a potential SIFE, a compilation of student work is collected and a LENS assessment is given to the student in order to make a final determination. This process is done within 30 days of enrollment.

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

For newly enrolled students with IEPs, a Language Proficiency Team has been appointed to decide if the student should take the NYSITELL exam. The Language Proficiency Team consists of Principal Lorraine Hasty, Assistant Principal of Special Education, Jonathan Lee, Andrea Dell'Olio, ENL Teacher K-4, Bridget McElroy, ENL Teacher 5-8, Suzanne Counts SETTS Teacher K-4, Isabel Olea, Pre-K Teacher, and Michelle Villegas, Speech Teacher. After a student with an IEP registers for Kindergarten at our school and the results of the HLIS/interview indicate the student's home language is not English, the LPT comes together to discuss the student and his/her language proficiency level and needs. Each member of the team meets with the parent/guardian and the student to assess if that student has second language acquisition needs and should take the NYSITELL. The LPT then discusses the findings of the assessments in order to make a joint, final decision. In addition, translation/interpretation services are provided to the parents, if necessary, by one of our various bilingual staff members or the Translation/Interpretation Department.

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.

Our school ensures that the entitlement and non-entitlement parent notification letters are distributed, in the preferred languages of the parents/guardians, within five school days after the NYSITELL is scanned and scores are determined. NYSESLAT/NYSITELL eligibility (RLER) and score reports (RLAT) are printed via ATS every day beginning in early September when school begins and then every Monday thereafter. Once the scores are posted, we distribute the continued entitlement letters for all students who will continue to receive ENL services. In addition, once the newly enrolled students whose home language is other than English are given the NYSITELL exam and it is determined that they are English Language Learners, the entitlement letters are sent out that day with an orientation date, occurring within the first ten days of school, inviting parents to come to learn about the various program models available (TBE, Dual Language, ENL). The two ENL teachers at our school are responsible for the process.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The two ENL teachers are responsible for ensuring that parents/guardians are informed that they have the right to appeal ELL status within 45 days of enrollment. This is communicated to parents/guardians in the entitlement letter, during the parent orientation, which takes place within the first ten days of school, in the parent informational brochure and during the Parent Information video, which is shown during the orientation. All correspondence and paperwork is provided in the parents/guardians preferred languages.

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.

Our school ensures that the parents of English Language Learners understand all three program choices by providing an orientation within the first five days of school where we show the Parent Information video and answer any questions parents might have about the three programs. The individuals responsible for explaining the three program choices are Andrea Dell'Olio, ENL Teacher, Bridget McElroy, ENL Teacher, and Wanda Bochno, Kindergarten Bilingual (TBE) Teacher and anything communicated to parents, verbally or written, is provided in the parents' preferred languages. If a parent's preferred language is not English or Spanish, the Translation and Interpretation Unit is called for interpretation services. At the orientation meeting parents receive a parent survey, an informational brochure explaining each program and a program placement form, which allows parents to make an informed choice about which program they want for their child. The parents receive a notice about the first orientation and the orientation is conducted within the first five days of school. If the parents cannot make it to the first orientation or do not show up, a second orientation meeting is offered shortly after, again within the next five days of school. The letter notifying parents about the second orientation meeting is sent out immediately after attendance is taken at the first orientation meeting. When a parent does not return the program selection form, the default program placement for their child is TBE. All correspondence to and from parents is documented by the two ENL teachers. Documentation of all attempts to reach parents are kept in a separate binder with a parent outreach log attached to it.

Once all parents have chosen the program they want for their child or if the child is placed in the default program, program placement letters are sent out to parents. Students are also placed in the TBE program while the school awaits the parents' responses. If a parent requests a program that we do not have at our school (Dual Language Program) we inform parents that they have the

choice of keeping the student enrolled at our school in the TBE program or the ENL program or that they have the option of transferring the student to a different school where the parent's selection is currently available. If a parent requests a transfer, the student is placed in an ENL program until that transfer takes place. The ENL teachers keep track of which parents choose a program that we do not currently have in a separate binder, thus ensuring that, when the school does open up that program, parents are informed in a timely manner.

Parent choice is recorded in the ELPC screen. Once the student has been placed in a program, a placement letter in the parents' preferred language is sent out, indicating where the child has been placed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL teachers ensure that program selection form and parent surveys are returned in a timely manner by involving classroom teachers in the collection process, calling parents at home if necessary, asking parents at dismissal and drop off, and sending additional letters home regarding the paperwork. The ENL teachers keep track of how many parents choose each option, recording it in a binder as well as on an excel spreadsheet. All correspondence to parents is provided in the parents' preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Once parents of all English Language Learners attend an orientation meeting and have received the appropriate paperwork, they are asked to return the form as soon as possible. The ENL teachers monitor who has returned and who has not returned the paperwork by using an excel spreadsheet as well as ensuring proper records are kept in the ENL office. Having both an online database as well as a binder containing all of the returned paperwork enables us to keep track of all paperwork, including when it was sent and received.
9. Describe how your school ensures that placement parent notification letters are distributed.
The two ENL teachers, who are responsible for the entire ELL Identification process, including sending out and keeping records of all paperwork and correspondence, date and send out program placement letters as soon as the parent survey and program selection form are received back from parents. Copies are made of all letters the day they are to be sent out. All the copies are kept in an organized binder in order to maintain proper records and keep track of all forms. In addition, all correspondence is provided in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation is kept in a binder in the ENL office since the two ENL teachers are responsible for the maintenance of all ELL records. All documentation for each student is kept under that student's name in alphabetical order by grade. The original copies are bundled together and 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.
The ENL teachers determine which students are eligible to take the NYSESLAT exam by printing out the RLER, an ATS report, at the beginning of the year and at various other times throughout the year, including before test administration begins. The ENL teachers are responsible for making a calendar of test dates for ELLs within each grade/grade band. Each grade band has three separate test dates for each of the three sections of the NYSESLAT exam. The ENL teachers first check with teachers regarding scheduling conflicts for their classes. Lastly, the schedule is approved by the Principal and Testing Coordinator, who also assign testing room locations, test proctors and other test protocols.

NYSESLAT testing occurs in rooms that are equipped with the technology to adequately administer the Listening section of the exam as well as the Reading and Writing sections, since the new NYSESLAT exam requires a Listening, Reading and Writing section in each of the three tests which encompass the full NYSESLAT exam. Each grade/grade band has three test sessions to be taken on different days. The Speaking test is administered one on one in smaller classrooms. Make-up sessions are considered when the testing calendar is made. All test sessions, including the Speaking test and make-up sessions are administered during the testing window for that specific part of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our school sends out continued entitlement as well as transitional support parent letters as soon as the NYSESLAT scores are posted, within the first five days of school. All correspondence is provided to parents in their preferred language. The two ENL teachers are responsible for the entire process.
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).

Over the past few years, the trend for parents is that they have been requesting Transitional Bilingual Education for the first few years of their children's education. For example, this past year, nine out of twelve Kindergarten ELL parents chose TBE for their child. The three other parents felt that their children, based on IEP issues, would be best served in an ICT or self-contained class with ENL services. In past years, the results have been similar. Typically around 75-100% of parents choose TBE for their children when they enter at Kindergarten. The program models offered at our school are aligned with their request. We offer TBE in grades Kindergarten through 3. Prior to this year, we only offered TBE in grades, K, 1, and 2. A 3rd grade TBE class has been opened this year to continue to accommodate the parent's original choice and further aid students in their language develop.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Instruction for ELLs in the Freestanding ENL program is delivered through the push-in(integrated)/pull out(standalone) model. Students who have scored in the Entering level are provided with 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA, students who scored at the Emerging level are provided with 90 minutes of standalone ENL, students who have scored at the Transitioning level are provided with 90 minutes of integrated ENL and 90 minutes of standalone or integrated ENL, students who scored at the Expanding level receive 180 minutes of integrated ENL and students who scored at the Commanding level have 90 minutes of integrated ENL. In standalone ENL classes students are grouped heterogeneously and with not more than two contiguous grades in one class. In the integrated ENL classes, students are grouped based on the class they are in and the ENL teacher collaborates with the classroom teacher(s) to plan ELA lessons that incorporate the needs of ELLs and former ELLs as well as other students. In the integrated model, the ENL teacher and the classroom teacher co-teach the lesson planned, by differentiating instruction, working together to deliver the mini-lesson incorporating ENL strategies and then pulling a small group of ELLs and FELLs to work with the ENL teacher, or pulling the small group of ELLs initially and delivering the same mini lesson to them as is given to the whole class.

- b. TBE program. *If applicable.*

ENL Instruction in the TBE program is provided by the Bilingual teacher. Students are grouped according to the teacher's discretion in various different ways including heterogenous and homogenous groupings. The Bilingual certified teacher in each class provides integrated or standalone ENL services to students according to their levels and corresponding CR Part 154.2 mandates. Bilingual teachers also provide the Home Language Arts classes as well as content area classes in Spanish. Students who scored at Entering or Emerging levels receive two bilingual content area subjects while students who scored at Transitioning or Expanding levels receive one bilingual content area subject.

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Administration ensures the mandated number of instructional minutes is provided according to proficiency levels in the Transitional Bilingual Education program. Administration works closely with the TBE teachers to determine the structure of the program, including when Home Language Arts and ENL is provided as well as how ENL is provided based on different proficiency levels within the class. The decisions for how the program is structured and how instructional units of study are provided are based on the new CR Part 154.2 mandates. Similarly, administration works with the ENL teachers to ensure that all students are receiving the instructional minutes they require based on CR Part 154.2 mandates. In the ENL program, ELL students are grouped into the least number of classes possible for the grade they are in, and in most cases, they are grouped into not more than two classes. This enables the ENL teachers to provide all students with the number of instructional minutes they need according to their proficiency levels.

Grouping ELLs into two or less classes per grade in the Freestanding ENL model enables ENL teachers to provide 180 minutes of standalone ENL and 180 minutes of integrated ENL to any students at the Entering level, 90 minutes of standalone or integrated ENL and 180 minutes of integrated ENL to any students at the Emerging level, 90 minutes of integrated ENL and 90 minutes of either integrated ENL or standalone ENL to any students at the Transitioning level, 180 minutes of integrated ENL to students at the Expanding level, and 90 minutes of integrated ENL to students who have tested at the Commanding level. This grouping also facilitates the co-planning and co-teaching necessary amongst ENL teachers and classroom teachers to effectively service ELL students.

ENL Instruction in the TBE program is provided by the Bilingual teacher. Bilingual teachers also provide the Home Language Arts classes as well as content area classes in Spanish. In the TBE program, students receive 180 minutes of standalone ENL and 180 minutes of integrated ENL to any students at the Entering level, 90 minutes of standalone or integrated ENL and 180 minutes of integrated ENL to any students at the Emerging level, 90 minutes of integrated ENL and 90 minutes of either integrated ENL or standalone ENL to any students at the Transitioning level, 180 minutes of integrated ENL to students at the Expanding level, and 90 minutes of integrated ENL to students who have tested at the Commanding level. Students who scored at Entering or Emerging levels receive two bilingual content area subjects while students who scored at Transitioning or Expanding levels receive one bilingual content area subject.

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.

Core content is delivered in every class possible for ELLs, regardless of whether they have been placed in Freestanding ENL classes or Transitional Bilingual Education classes. The ability to make core content comprehensible to ELLs is key in our school being able to provide equal access to all content to all students. As differentiated instruction has been our instructional focus for the past two years, all of our teachers have dedicated countless professional development hours and planning time to providing high quality differentiated core instruction to all students, including English Language Learners. In ENL classes, core content is made to be comprehensible to ELLs through a variety of ENL strategies such as using native language supports, activating prior knowledge, TPR, repetition, frontloading vocabulary, modeling, scaffolding, using visuals and graphic organizers, student grouping, differentiating instruction, amongst others. Collaboration with classroom teachers is also vital to ensuring all ELLs have access to the same content as their peers. In the TBE classes, teachers use similar strategies to foster language development while meeting the demands of the Common Core Learning Standards. However, TBE teachers also use home language supports whenever necessary. In addition, the availability of Home Language Arts as well as content area subjects in their native language for students in the TBE program emphasizes the importance of their first language in a cultural sense as well as in an academic sense. This enables students to have a strong language base upon which they can more easily build their second language skills.

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

ELLs in the TBE classes are informally evaluated in their home languages at various points throughout the year by the TBE teachers via teacher observations, questioning, discussion, exit slips, quizzes and tests, graphic organizers during Home Language Arts. Bilingual Teachers formally evaluate their students' home language development by giving them program tests, or teacher-made tests, several times a year, and comparing students' language development with that of their peers. In the Freestanding ENL program, Entering and Emerging ELLs are formally assessed in their home languages using teacher-made language exams once at the beginning of the year and once at the end of the year. More advanced ELLs are tested informally twice a year in their home language, using observations, questioning, and writing tasks, though less frequently, and at the discretion of the ENL or classroom teacher.

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

ELLs are evaluated informally in all four modalities of English acquisition by their classroom teachers frequently throughout the year. ENL teachers use various informal assessments such as questioning, discussion, observations, and small group work to evaluate speaking and listening, graphic organizers, quizzes, tests, and question/answer and other writing prompts for writing, and reading comprehension tasks and other reading activities for reading. ELLs are informally assessed by ENL teachers every week and formally assessed using a teacher created exam in each modality once a month. In addition, a mock NYSESLAT exam is given to all ELLs in February of each year to "formally" evaluate ELLs' progress in all four modalities.

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

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

- a. We do not have any SIFE students at this time. However, if we did, instruction would be differentiated to include many visuals, language prompts and sentence starters, graphic organizers, audio books if necessary. We will also provide a supportive environment that responds to the immediate social, cultural and linguistic needs of SIFE students, and that lowers the affective filter so that students feel more comfortable participating in all academic activities. Our teaching staff has on-going training in cross-cultural communication and instructional methods designed to improve the academic achievement of SIFE students.
- b. Newcomer ELLs are grouped together for standalone ENL classes with an ENL teacher. Instruction is differentiated after analyzing students' scores in Reading, Writing, Listening and Speaking on the NYSESLAT exam and modifying activities so that students learn what is comprehensible to them at their respective level. Instruction is differentiated by providing various scaffolding techniques to ensure students are able to participate in any lesson regardless of their language level. Techniques include using visuals, gesturing and using Total Physical Response, graphic organizers, sentence starters, teacher modeled expectations, group work, increasing comprehensible input and sheltered instruction, and providing intensive literacy and language instruction, and teaching students specific language based learning strategies that they can apply throughout their academic career.
- c./d./e. Developing, Long Term ELLs, and Former ELLs are grouped heterogenously and are provided with integrated ENL services whenever possible. Some of the heterogenous grouping occurs within the TBE program classes. Instruction is differentiated using various scaffolding techniques, such as those mentioned above, along with providing them with a print-rich environment, activating prior knowledge, fostering the development of students academic vocabulary and academic oral language, and providing opportunities for group work whenever possible.

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 initial identification process of English Language Learners is managed by the two ENL teachers. The re-identification process would never adversely affect a student's academic progress at our school because we ensure that all students are receiving the same content via high quality differentiated instruction regardless of ELL or any other status. Providing high quality accessible content instruction for all students is possible through strong collaboration among teachers and the strong support of the ELL population by administrators. Students who are going through the re-identification process are assessed formally and informally in whatever class they are in, as well as by the ENL teacher or TBE teacher they are being serviced by, since they continue to receive services until a decision is made about their ELL status. Through teacher observations, classroom discussions, questioning, various independent and group activities, quizzes and tests, teachers have documentation to prove that a student's academic progress has not been adversely affected by the re-identification process.

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?

ELL-SWDs are provided with the same grade-level materials as their peers, although it may be modified at times to be more comprehensible for the student. Instructional strategies used to enhance the comprehension of ELL-SWDs are activating prior knowledge, modeling, repetition, using visuals whenever possible, writing out directions, chunking text, frontloading vocabulary, using graphic organizers, and pulling small groups of students for direct instruction. In grades 3-8, the curriculum used for all students, including ELL-SWDs is Expeditionary Learning for ELA and Go Math for Math. In grades K-2, Foundations and Journeys is used, as well as Go Math. In addition, ENL, general and special education teachers determine language goals for each student and work to strengthen language skills within content area teaching. Technology is also used to support ELLs, such as Smartboards, laptops and iPads.

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

Our school enables ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by modifying the content of the curriculum when necessary, aligning language goals to IEP goals whenever possible, working collaboratively with administration, school social workers, psychologists, general and special education teachers to determine student progress, and being flexible to changing goals to reflect the student's current needs.

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 DUALY 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 DUALY 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.

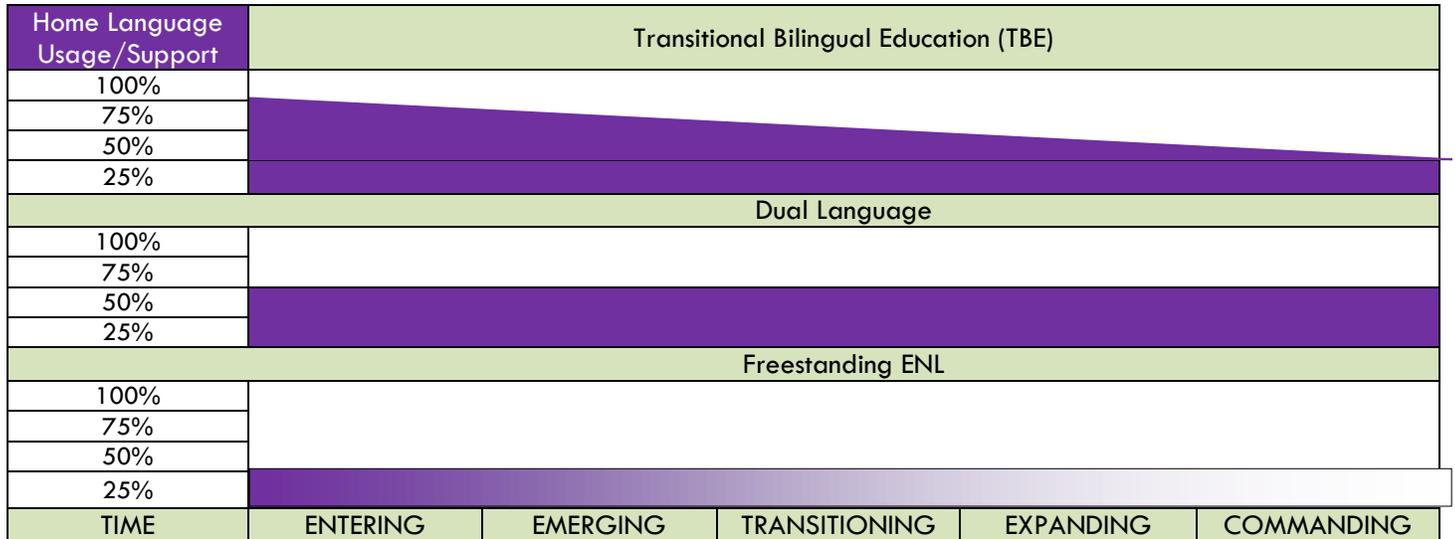


*Note “other approved services” does not apply to New York City at this time.

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. In the TBE program (Grades K-3) the bilingual instructors often include native language vocabulary into their content lessons to assist in the students' comprehension of the specialized English content vocabulary. This is done so that the students' L1 vocabulary skills transfer to their L2. This is done not only for ELA, but in math, science, and social studies as well. For Grades 4-8, the ELLs also receive specialized academic vocabulary instruction prior to moving on to the next unit in Math, Social Studies, ELA, and Science. The vocabulary is front-loaded and glossaries are given to assist students in better being able to grasp their content subjects as the school year progresses. Content vocabulary is taught in Math prior to math units. This fall, the middle school math teacher and ESL teacher are attending a PD on the topic of: supporting ELLs in math instruction. For intervention in science, vocabulary is also frontloaded from the Academic Vocabulary Toolkit. The middle school science teacher and middle school ESL teacher are also attending a PD on the topic of: supporting ELLs in the science classroom. The ESL teacher also works with classroom teachers to give language tools (vocabulary lists, modified texts, modified assignments) to help students achieve the standards in all content subjects. In the middle school, during ESL instruction the students work with the Academic Vocabulary Toolkit to focus on specialized academic vocabulary for each subject individually - math, history, science, and ELA/writing. This toolkit has provided a wonderful way for older ELLs to "own" content vocabulary that is shared across all subject areas. With the exception of the TBE program, in which vocabulary and grammar is taught in both English and Spanish, all instruction is monolingual (English).

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

The effectiveness of the current program at PS 57 can be assessed by examining and comparing the NYSESLAT data from the current year and the previous year. Though the levels of ELL proficiency did change for the 2015 NYSESLAT, comparisons can be drawn. The data shows that 35% of students (41 students) who tested as "Advanced" on the 2014 NYSESLAT remained at the equivalent English language proficiency level, "Expanding," in 2015. 60% of students (3 students) who scored at the Beginner level in 2014 tested as "Emerging" or "Transitioning" in 2015. Approximately 4% of students (5 students) decreased a proficiency level. Across the board, there are 34% (40 students) of ELLs who increased their proficiency levels from 2014. More specifically 15% (17 of those 40 students) scored "Commanding" and tested out of the ELL program.

We can conclude from these trends that many of our ELLs ave difficulties testing out of the ESL program. The biggest group we see struggling to grow are our "Expanding" students who were "Advanced" last year, which currently makes up 35% of our ELL population. Our school plans to address this issue through academic interventions to help middle/long-term ELLs through our after-school program, testing smaller groups during the NYSESLAT to allow for a more controlled and focused testing space, and focusing on academic language throughout the course of the school year to help high-scoring ELLs reach beyond the threshold. We are aware that several of our students are presently long-term ELLs or are at-risk of becoming long-term ELLs, and we want to give special attention to this particular group of struggling students, particularly in the modalities of reading and writing.

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

PPS 57 has introduced a Positive Behavioral & Intervention Support (PBIS) model school-wide. PBIS is a program that encourages and rewards positive behavior. The model also provides a way of monitoring and addressing the behaviors of students who need guidance in following the rules set forth by the school community.

PS 57 is also introducing a new and exciting program this year, the R.E.A.D. program (Reading Educational Assistance Dogs). The mission of R.E.A.D. is to improve the literacy skills of children through the assistance of registered therapy teams as literacy mentors. The Reading Education Assistance Dogs program improves children's reading and communication skills by employing a powerful method: reading to an animal. R.E.A.D. companions are registered therapy animals who volunteer with their owner/handlers as a team, going to schools, libraries and many other settings as reading companions for children. R.E.A.D. is the first and foremost program that utilizes therapy animals to help kids improve their reading and communication skills and also teaches them to love books and reading. This year we will be enrolling the 3rd grade bilingual class in this program, giving them a chance to participate bi-weekly in this program.

Furthermore, PS 57 is working to expand co-teaching models and strengthen the collaboration between classroom teachers and the ESL teachers who conduct push-in and pull-out services. This collaboration strengthens instruction and allows students to get additional support in the content areas.

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

PS 57 continues to provide programs and services to all populations at the school, including English Language Learners. Therefore, no programs will be discontinued for our ELL population.:

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

PS 57 offers a plethora of after-school enrichment and remediation activities. PS 57 offers an ELL Enrichment Academy for elementary and middle school students. The ELL Enrichment Academy for 3rd-5th grade students will begin in November and will run through May. The classes will meet two days a week after school. The two bilingual teachers and two ESL teachers will work with small groups of students to develop language skills through word games, leveled readings, literature, and vocabulary building skills. The ELL Enrichment program is targeted toward Expanding ELLs to increase their academic language proficiency through a variety of texts. They will learn test preparation skills to help them pass the NYSESLAT and succeed in their academic classes. Other programs include YMCA, basketball, track and field, drumline, cheerleading, the Voices of 57 choir, Hunter Learning Lab, and the Roads to Success program, many of which ELLs are enrolled in.

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.

PS 57 follows the balanced literacy model as the core curriculum in grades Kindergarten through 8th grade in Expeditionary Learning. Kindergarten to Grade Two follows the Olivia Wahl's units of study based on the reading and writing workshop model. In grades Kindergarten through Grade Five, Go Math! is used as the math core curriculum. Our science curriculum stresses both the content area literacy as well as hands-on experience in the science lab. In social studies, students learn about relevant topics in small groups supported by their teacher to maximize the learning experience.

ESL curriculum materials include the Language Power curriculum, Practice Exercises in Basic English, Phonics for Reading, the Academic Vocabulary Toolkit, and the Empire State NYSESLAT preparation material. These resources are leveled by grade range and language proficiency. Students are assessed to correctly match the materials by proficiency or grade to the appropriate levels.

Technology is used in the classroom to enhance instruction whenever possible. There is a computer lab available for both the elementary and middle school ELLs, and many classrooms have smartboards. Grades 6-8 have one "Technology" period a week in which they are able to use laptops to perform activities related to Social Studies or ELA. Some teachers also have access to document readers and iPads, which are often used for small group instruction with ELLs.

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

Native language instruction and support is provided for our ELLs. In the TBE program, offered in Grades K-3, bilingual teachers deliver the instruction in both English and Spanish. Native language literacy (Spanish) is taught and emphasized in conjunction with their ELA unit. In the ESL program, we provide native language support and instruction in the school community whenever possible since we recognize the importance of the transfer effect from the first language to second language, as well as the cultural connection to the students. In addition, we offer the foreign language classes in Spanish to the middle school to help students develop and maintain their home language.

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

At PS 57, teachers are aware that lessons must be targeted towards the age and grade of our ELL population. Since we have a TBE program for Grades K-3, bilingual teachers are able to incorporate scaffolding, native language support, and emphasis on producing oral language. The curriculum resources we use are grade level appropriate, and despite the English proficiency of each ELL, the materials they use are the same as the rest of their peers; the instruction for ELLs is heavily scaffolded to help them achieve the same standards as their English monolingual classmates. Teachers assess students so that the materials are matched to students' language and grade levels. As part of the school's RtI (Response to Intervention) program, in addition to receiving the appropriate ESL and bilingual services, their classroom teachers also work with struggling students in small groups and one-on-one to help them make progress to close the learning gap and achieve grade standards.

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).

The administration, parent coordinator, and ESL teachers work together to acclimate newly enrolled ELLs before school begins. The parent coordinator is actively involved in reaching out to these families and inviting them to an "Orientation" meeting in August before school begins. At this meeting, we outline the programs available (ESL or TBE) and offer parental choice as to what program they think works best for their child's needs. For new ELLs who enroll throughout the year, the same orientation meeting is offered on an individual basis, held by the ESL teachers, in which parents are welcomed to the school and taught about the various literacy models offered to students acquiring English as a second language. During Tuesday afternoon teacher professional development time, the ESL and bilingual teachers have designated time to reach out to parents of new ELLs to catch them up on their child's progress and reach out to them with concerns or questions regarding their child's learning. Parents are always encouraged to work at home with their child on their native language so as to prevent L1 language loss as they gain English skills across all modalities.

19. What language electives are offered to ELLs?

The middle school students take Spanish as a second language twice a week, as part of the school's initiative to foster and encourage students to use their native language in an academic school setting as well as in their homes.

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)?

At this time, we do not have a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ESL teachers and transitional bilingual teachers at PS 57 are provided coverage to attend one all-day professional development provided by the NYC DOE meeting every six weeks, or on an as-needed basis. Teachers are encouraged to attend professional developments geared toward ELL compliance, ELL strategies in the classroom, ESL across content areas, and various other ELL topics.

In the school year 2015-2016, all staff (guidance counselors, secretaries, and administration) at PS 57 will participate in professional development opportunities to strengthen instruction for the ELL population. These sessions will be facilitated by invited staff developers from Generation Ready, the Academic Vocabulary Toolkit, Muttigrees, the Manhattan Field Support Team (ELL Start-up Committee), Learning Partners Program, Rti/SIT Team Meetings. ESL/Bilingual teacher) will be invited to participate in these sessions and will then conduct turnkey trainings to share the new information and strategies with the remainder of the staff who teach ELL populations. The ESL teacher will also provide training for classroom teachers during grade meeting planning times which are held on a weekly basis, This will allow us to meet the requirements of 15% PD hours of training. The topics of these trainings will involve Collaborations and Co-Teaching, Implications of the NYSESLA, Applying the Common Core Standards to ELLs, Long Term ELLs, and ESL Strategies for ELLs:

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?
In order to help teachers of ELLs support their students as they engage in the Common Core, professional development, the ESL and bilingual teachers will attend a professional development meeting this fall regarding the Bilingual Common Core which they will then turn key to the entire school in a two-part Monday professional development time at the school. Standards and ways to assess ELLs' progress will be shared with all school staff so they can effectively support ELLs as they engage in rigorous Common Core schoolwork.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Since PS 57 is a K-8 school, ELLs are given continued support by both the ESL teachers as well as the classroom teachers they partner with to give students support as they transition to middle school. The Academic Vocabulary Toolkit has been an essential tool used with 6th Grade ELLs to help them master crucial content vocabulary they need to know in order to meet the middle school standards they are held against.

At this time, PS 57 assists ELLs transitioning to high school by helping them locate schools with programs that will suit their language needs. The PS 57 guidance counselors attend trainings throughout the city about the process of helping students find the "right" school for them, and act as the main support in the school for students transitioning to middle and high school. For students who are at the Transitioning or Emerging level, we seek to find schools with a heavy bilingual demographic and foreign language classes offered to suit their needs. ESL teachers also pay close attention to the interests and strengths of our 8th grade ELLs and try to help them locate a school with a mission and focus that mirrors their interests to help them succeed.

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.

Throughout the school year, the bilingual and ESL teachers at PS 57 attend professional development meetings offered by District 4 and the DELLS office. The goal is for teachers to attend an average of one full-day professional development meeting a month. This gives bilingual and ESL teacher more than a 50% professional development focus on ELL specific instruction. Based on what teachers learn at these professional development meetings, they are offering weekly sessions during the Tuesday mandated professional development time after school to turn key information to classroom teachers of ELLs. During this Tuesday time, various topics throughout the year will include: CR Part 154 regulations, scaffolding for ELLs, academic language and vocabulary, writing for ELLs, how to distinguish language acquisition from learning disability, how to help a beginner ELL in your class, RTI for ELLs, how to assist ELLs with IEPs, etc. Attendance is taken at the weekly ESL Professional Development meetings, and teachers at PS 57 are asked to attend a minimum of 10 sessions to meet the mandated hours for ESL-specific professional development.

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?

By holding a meeting about the NYSESLAT both at the start of the school year in September and again in March before the exam is given, parents are fully armed with the information they need to understand what their child's academic language goals are in order to be able to succeed. Additionally, they gain a better idea of the support their student is getting through the bilingual/ESL program at PS 57. Along with the two ESL department meetings, parent-teacher conferences are held twice a year, in November and again in March. Parents of all ELLs are invited to visit with their child's bilingual/ESL teacher at these meetings to review progress their student have made with their English acquisition, as well as areas in which they are still seeking to improve.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

PS 57 provides all teachers with a "Parent Outreach Log" template, in which teachers can keep track of all conversations with parents (via phone call, voicemail, text message, letter home, meeting at the school, etc.). The date and the type of communication, as well as the subject of the communication is logged so that ESL/bilingual teachers can maintain records of parent outreach.

In addition to this, the ESL teachers maintain a binder of all parent letters sent at the beginning of the year - Entitlement, Non-Entitlement, Continued Entitlement, and Program Placement letters. This is done so that teachers can have official documentation of the communication sent by the school, and a record of the parental receipt and consent.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents hold an integral part of our school and the ESL/Bilingual program. PS 57 has an active Parent Association that provides a variety of workshops and events for parents. The parent coordinator at the school works closely with the Parent Association and the to mediate the needs of the school and the needs of the parent, and helps to create a healthy partnership between the school and the home. As she is bilingual in Spanish, she acts as a translator at many parent meetings. When a language other than Spanish is spoken, the NYC Translation Interpretation Unit is utilized. The Parent Association hosts weekly ESL classes for parents to learn English. We also organize a Bring Your Father to School Day, a Grandparents Day, and a Women's Wellness Day dedicated for parent moms. These events are intended to help parents be more involved with their students' academic lives and be present in the classroom environment. Parents are also strongly encouraged to volunteer to help with school art projects and various duties. As a community, the parents are welcomed participants on field trips, school shows, and other activities. In the fall, the ESL department hosts a meeting for all parents of ELLs to attend and find out how their child performed on the NYSESLAT the previous spring and what they can do at home to help their child prepare for the next exam. Strategies are shared for exercises they can do at home with their child to help them improve their language skills, which includes native language instruction from the parent when possible. In March, the ESL department will hold a workshop for parents to help them understand the implications of the NYSESLAT and how they can help their children study and prepare at home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not partner with outside agencies, but PS 57's Parent Association does offer weekly ESL classes for parents in the evening taught by school personnel. This may be something we look into doing in the near future.
5. How do you evaluate the needs of the parents?

6. How do your parental involvement activities address the needs of the parents? The parental involvement, particularly with the ESL department, shares with parents information they need to know about their child's language progress, as well as information about their rights as parents of ELLs and the requirements the students need to meet to make progress. Most parents don't know where to find information about the CR Part 154 regulations, so this information is offered to them in both Spanish and English so they understand what the DOE's TESOL program involves and what the teachers at the school aim to support the students with. By holding a meeting about the NYSESLAT both in September and again in March, parents are fully armed with the information they need to understand their child's academic language goals and be able to succeed. Additionally, they gain a better idea of the support their student is getting through the bilingual/ESL program at PS 57. By building this rapport with parents at the beginning of the year, parents are more comfortable reaching out to ESL/bilingual staff when they have questions or concerns about their student's academic progress. Parents become an integral part of the academic intervention when students are struggling, and they are never left in the dark when students exhibit failure to perform to grade standards. Parental involvement at PS 57 keeps parents informed, connected, and empowered, with the aim of allowing them to partner with their child as they strive for success.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 04M057 School Name: James W. Johnson
Superintendent: A. Estrella

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.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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

The language preferences of the parent community for both written and oral communication is identified at the time of registration, when parents fill out a form that specifically asks them the language of which they prefer correspondence for the main office's purposes, on Part III of the Home Language Identification survey, on Student Emergency Contact cards, and on an additional survey kept by the ENL teachers. This information is contained within the Cumulative Folders in each teacher's classroom, so we have a record of the preferred home language for each child. The Student Emergency Contact cards also mirror the language preference, and are available in the main office for administration and the secretarial staff to use. At this time at PS 57, communication is sent home in the following preferred languages: English and Spanish. Phone communication is also handled in English and Spanish, as well as Mandarin Chinese. As most of our staff speaks Spanish, they provide the translation for teachers in need of Spanish translation. For the Chinese family, the Translation and Interpretation hotline number is used for in person translation.

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

1. English
2. Spanish

Part B: Creating a Communications Calendar

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

Any correspondence sent out by our school is sent out in English and Spanish, including phone blasts or text messages, the annual handbook, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, curriculum issues, letters from school leadership, and any other announcements that need to be made. Many of our staff members are bilingual in English and Spanish, so we always have someone on hand to properly translate any correspondence or information to be sent to parents. These letters, phone calls, and announcements are distributed to families at various times throughout the year. In the event that translation is needed for any document other than English or Spanish, translation services will be contacted 2-4 weeks in advance.

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.

Our school has meetings with Kindergarten parents for registration purposes before school begins, a curriculum night at the beginning of the year for all parents, at scheduled IEP meetings and parent-teacher conferences two times a year (once in fall and once in spring for elementary school and middle school). Informal interactions with parents take place during Tuesday afternoon professional development time, during attendance teacher phone calls to parents, and when teachers call parents or meet with parents to discuss their child's progress or any academic or behavioral issues they might be having. There is also a Curriculum Night held every September where parents can come visit the school and meet with classroom teachers about what the school year will look like for their child, and what skills will be practiced and assessed through June. Twice a year, the school holds school-wide Parent Teacher conferences in which parents are asked to schedule time slots to meet individually with parents mid-way through the semester.

Part C: Providing Language Assistance Services

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

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All documents or letters that are typically sent out every year have already been translated to Spanish by bilingual staff members. Any documents that are extremely long and have not already been translated will be sent to the Translation & Interpretation Unit at least six weeks prior to when they need to be sent.

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.

Our school has many staff members who speak Spanish so over-the-phone interpreters are not usually needed. However, both ENL teachers have the Translation & Interpretation Unit's Language Identification Guide on hand at all times in case the services are unexpectedly needed. The Language Identification Guide will be distributed to all teachers and service providers in the next few weeks. Translation services are contacted in a timely manner to ensure other language translations are provided at the same time English versions are.

Part D: Training Staff on Policies and Procedures

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

Our school has an upcoming ENL training scheduled on November 3rd, the Chancellor's Professional Development Day, which will be used to review ENL issues, including how to use translation and over-the-phone interpretation services. The two ENL teachers, as the school's Language Access Coordinators, will describe to teachers what services are provided by T&I and how to use the services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school has all the notification requirements for parents in place. In addition, parents are made aware of the availability of translation and interpretation services at scheduled parent meetings.

Part F: Monitoring and Quality Control

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

Our school will take a survey at the end of the year asking parents to provide feedback on the quality and availability of services in order to make provisions if necessary for the 2016-2017 school year.