

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M126

School Name:

P.S. 126 JACOB AUGUST RIIS

Principal:

JACQUELINE GETZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 126 – Jacob Riis School School Number (DBN): 02M126
Grades Served: PK-8
School Address: 80 Catherine Street NY NY 10038
Phone Number: 212-962-2188 Fax: 212-349-7342
School Contact Person: Jacqui Getz Email Address: jgetz@schools.nyc.gov
Principal: Jacqui Getz
UFT Chapter Leader: Barry Greenberg
Parents' Association President: Jessica Santiago
SLT Chairperson: Barry Greenberg
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Liza Daniel
Student Representative(s):

District Information

District: 02 Superintendent: Bonnie Laboy
333 7th Avenue Room 713
Superintendent's Office Address: New York, NY 10001
Superintendent's Email Address: Blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet M. Chu
Director's Office Address: 333 Seventh Avenue, 8th floor NY, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Jacqui Getz	*Principal or Designee	
Filippa Ferriolo	*UFT Chapter Leader or Designee	
Natahlie Burgos	*PA/PTA President or Designated Co-President	
Millie Rodriguez	DC 37 Representative (staff), if applicable	
Liza Daniel	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Santiago	Member/ Parent	
Tara Bonaventura	Member/ Parent	
Moraima Dominguez	Member/ Teacher	
Barry Greenberg	Member/ Teacher	
	Member/	
	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.

PS126/Manhattan Academy of Technology is located on the Lower East Side, bordered by the Smith House Projects, Chinatown and Knickerbocker Village. Our population reflects the diversity of the neighborhood, including students from Tribeca in our Middle School. We are a PreK-8 school with 841 students. The school's population is comprised of 9.8% Black, 23.20% Hispanic, 10% White and 56% Asian students. The student body includes 17% English Language Learners and 15% Special Education students.

School's Mission and Vision:

We envision our school as a community where kindness and caring is sustained, nourished and benefited by a diversity of learners.

Our goal is to foster a nurturing environment that acknowledges, encourages and expects our students to be rigorously as well as joyfully involved in reading, writing, mathematics, science, technology, and history on a daily basis with the constant integration of technology.

All of our students are expected to develop creative and critical thinking abilities, thereby becoming capable of flexible problem solving and independent learning in all content areas.

We will accomplish this by:

- Promoting ongoing communication to extend and connect learning between school and home
- Expecting accountability for student achievement from parents, staff and students
- Providing assessment driven Standards-based instructional model

To every extent possible PS126/Manhattan Academy of Technology will create the proper environment and pedagogical modifications to ensure that all children will succeed.

Our theory of action to reach our mission statement is centered on creating a school culture where teachers feel free to take risks, share student work, and open up their practice, what we call a "permanent state of thoughtful

revision."

Building this culture for the adults in the building supports teachers in creating curricula that kids are excited to learn and that teachers own. We hold Ron Berger's AN ETHIC OF EXCELLENCE as an example of creating curricula that includes supports for all students to reach the same standards. Our Social Studies work and self-portraiture work are examples of this work K-8.

The five pedagogical practices that we emphasize through our action plan is derived from Berger's (2006) work are:

1. Assign work that matters
2. Study examples of excellence
3. Build a culture of critique
4. Require multiple revisions
5. Provide opportunities for public presentation

When thinking about the many initiatives of our school, we organized them (as a challenge to our thinking) within the capacity framework; therefore we could see areas of strength and weakness and also how some initiatives fall under a several frameworks.

Our biggest HIGHLIGHT is SHARING. We are a school with a huge focus on sharing practice across disciplines and grades; building a consistent belief system about how students learn best and what supports ensure all students reaching the same standard. If you read the list below, the pattern that emerges is one of community building, joy in teaching and learning; and only as a community can this be achieved.

Initiative	Framework for Great Schools: Elements	Description
Vertical Planning	Rigorous Instruction	Vertical grade bands (K-2, 3-5,6-8 and departments) collaborate with consultants to align curriculum to the CCLS.
Sharing Professional Texts and Articles	Effective School Leadership	Principal provides weekly current articles and professional texts around big ideas and initiatives.
Intervisitations	Collaborative Teachers	Teachers are encouraged to visit colleagues to observe and share best practices.
Planning with consultants	Rigorous Instruction	Teachers work with consultants individually and in grade teams to develop and revise curriculum that are aligned to the CCLS.
On-going revisions of Unit Plans	Effective School Leadership	Same as above
Monday's Professional Development	Trust	Teachers emerge as leaders to facilitate various inquiry groups that is cyclical throughout the year – that encourage teachers to learn something new and apply the learning process to their own teaching.
Grading Policy	Collaborative Teachers	Develop uniform rubrics that are clearly aligned to the CCLS. Rubrics are made together with Teachers and students and are shared with families
Summer Think Tank	Collaborative Teachers	Teachers in grade bands collaborate during the summer to plan upcoming yearlong school-wide initiatives.
Digital Shared Plans – Google Docs	Trust	PD Calendars and year-long curriculum documents are shared school wide digitally
Teacher Collaboration across content and specials	Rigorous Instruction	Vertical grade bands (K-2, 3-5,6-8 , Specialists and departments) collaborate to support curriculum
Planning Time	Effective School Leadership	Teachers are provided planning time throughout the school year through creative programming, and hiring of subs to continuously revise and redevelop curriculum that is aligned with the CCLS.
Turn Key of all Professional Development	Collaborative Teachers	After attending professional development, teachers share and turnkey the information to the community

For the 2015 – 2016 School Year, we will be focusing on improving our Family-Community Ties:

- Creating a series of teacher led workshops informing parents of content, which will then provide parents with strategies to best support their children at home
- Increase participation with Family Friday's and Family Chats by advertising: Posters, Letters, School Website, Parent Coordinator, etc.
- Continue weekly Family Letters, translated in two languages so all parents can be informed of the school events

02M126 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	811	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
				3
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	10	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	72.3%	% Attendance Rate		96.1%
% Free Lunch	73.5%	% Reduced Lunch		5.5%
% Limited English Proficient	18.9%	% Students with Disabilities		17.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		9.8%
% Hispanic or Latino	23.2%	% Asian or Native Hawaiian/Pacific Islander		56.1%
% White	10.0%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.37	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.7%	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.99
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	49.5%	Mathematics Performance at levels 3 & 4		65.6%
Science Performance at levels 3 & 4 (4th Grade)	81.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		96.4%
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		YES
White	YES	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		YES
White	YES	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
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.

- Based on the School Quality Review and our Administrative observations we determined the need to provide actionable feedback that is “user-friendly” for all students and equipping all students' ability to fully realize their potential. The rubrics will be written using language that enables students to interpret and articulate feedback.
- Based on the School Quality Review and our Administrative observations our strengths show that many school-wide practices create an expectation of self reflection and feedback. The following practices under "Rigorous Instruction" are: Vertical Planning, Using consultants, Teacher collaboration, and Reflective practice. In addition, under "Collaborative Teachers" we exhibit other strengths: Use of classroom observations, creating equitable grading policies, ongoing think tanks, professional development. These practices support our goal of creating students who are highly articulate about their work in terms of their learning and presenting their work publicly.

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, teachers will create 5 rubrics aligned to their units of study, students will utilize rubrics to reflect on their learning throughout the unit and teachers will use the rubric as a guide for explicit instruction and feedback. The effectiveness of these rubrics will be measured by 75% of the students showing improvement in three parts of the rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will meet in grade and department team meetings that focus around student work highlighting strengths and weaknesses to create rubrics that are student friendly (keeping in mind ELL and Special Education students); enabling them to reflect on the quality of work throughout the process.</p>	<p>Students</p>	<p>9/2015-6/2016</p>	<p>Classroom teachers Special Ed coach ESL teachers Administration</p>
<p>Continuous professional development through use of outside consultants, special ed. coach and work with administration will focus on the effectiveness of the rubrics on student outcome and will be differentiated and revised accordingly.</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Teachers Consultants Special Ed Coach Administration</p>
<p>Teachers will devise lessons to teach students how to utilize the rubric as a guiding tool to aid students meet the expectations of the task.</p>	<p>Teachers Students</p>	<p>9/2015-6/2016</p>	<p>Teachers Consultants Special Ed Coach Administrator</p>
<p>Rubrics will be provided early in the process in order for students and teachers to use as a tool for feedback and reflection. Parents will receive the rubric in various ways. (Remind.com, family chats, weekly family letters translated into different languages online and in backpacks.</p>	<p>Students Parents</p>	<p>9/2015 – 6/2016</p>	<p>Teachers Administration Special Ed Coach Consultants</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.

Tax Levy Funds, Title I SWP Funds, Title II, Part A, Title III Part A (LEP) and grants from Non-Profit Organizations

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

Part 5 – Progress Monitoring

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

By February 2016, teachers will have created at least 3 rubrics for their units of study for students to utilize and reflect on their learning throughout the unit and for teachers to use as guide for explicit instruction and feedback. The effectiveness will be measured by 50% of students showing improvement on three parts of the rubric.

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 Cumulative Absence/Lateness Report (RCUA), 146 out of 786 students (18%) have 15 or more latenesses. Based on this information we determined the need to reduce lateness/absences by reaching out to families and facilitating 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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will reduce students’ lateness by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School personnel will monitor attendance daily and keep accurate records of arrival times for lateness.</p>	<p>Students K-8</p>	<p>9/2015 – 6/2016</p>	<p>Family Worker Parent Coordinator SAPIS Counselor</p>

			GuidanceCounselor Assistant Principal
Once a week, school personnel will reach out to families of students who are late to share attendance record and establish a plan for improvement. Family workshops will be offered to support parents and students.	Students K-8	9/2015 – 6/2016	Parent Coordinator SAPIS Counselor GuidanceCounselor Assistant Principal Principal
When necessary, students will be referred to attendance teacher.	Students K-8	9/2015 – 6/2016	Attendance Teacher Assistant Principal Principal
Twice a year, the school will publicly acknowledge attendance improvements and students will be rewarded with an age appropriate fun and interactive activity.	Students K-8	9/2015 – 6/2016	Parent Coordinator GuidanceCounselor Assistant Principal Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy Funds, Title I SWP, Title II Part A, Title III Part A (LEP) and Grants from Non-profit Organizations											
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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the school will have reduced lateness by 2% through weekly attendance meetings and family outreach to target chronic latecomers and absentees
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.

Based on observational data, students’ Reading Log Sheets and conversations with teachers, staff developers and students, we uncovered a need to increase students’ exposure to a variety of texts.

Based on our five pedagogical practices, we want to build upon assigning work that matters. Allowing students to respond to texts in a more meaningful, purposeful, collaborative way; but also engage them on current events. These texts will be used as a communication tool to foster more sophisticated language, complex thinking and increase the amount of independent reading for all of our students.

Our strengths are that teachers consistently provide students a variety of short texts in both fiction and informational texts that are appropriately leveled based on student needs/ability.

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, teachers will support students to increase their independent reading in ELA, Math, Social Studies and Science through the use of short texts. Students in grades 6-8 will read and respond to at least 10 articles in each of the content areas (Total 40 articles). Students in grades 3-5 will read and respond to at least 20 articles for the school year.

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?
Teachers will collect and make articles and short texts in varied genres available to students based on content and students' abilities.	Students Grades 3-8	9/2015 – 6/2016	Teachers Special Ed Coach Administration
Articles will be copied and sent home; families will be informed through the class webpage and weekly class letters.	Students Grades 3-8	9/2015 – 6/2016	Teachers Parents Administration
Collectively, teachers will collect and share articles by grade and content area.	Teachers Grades 3-8	9/2015 – 6/2016	Teachers Special Ed Coach Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy Fund, Title I SWP Fund, Title II, Part A, Title III, Part A (LEP) and Grants from Non-Profit Organizations											
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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

By February 2016, students in grades 6-8 will have read 20 articles and in grades 3-5 will have read 10 articles in ELA, MATH, Social Studies and Science through the use of short texts.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Data collected from formative and summative teacher assessments</p> <p>Teacher observations of student needs</p>	<p>Foundations, Wilson, interactive writing, guided reading, book club, word work, close reading.</p> <p>Shared reading, shared texts, Foundations word work, close reading</p>	<p>Small group, one to one</p> <p>Whole group</p>	<p>During the School Day</p> <p>During the School Day</p>
Mathematics	<p>Data collected from formative and summative teacher assessments</p> <p>Teacher observations of student needs</p>	<p>Repeated math facts practice</p> <p>Inquiry based problem solving</p> <p>Analyzing approach to computation Determining efficient use of operations</p> <p>Explain process of thinking in writing Develop projects that exemplify mathematical thinking</p>	<p>Small group/whole group</p>	<p>During the School Day</p>

				During the School Day
Science	Data collected from formative and summative teacher assessments Teacher observations of student needs	Shared Reading	Small group/whole group	During the School Day
		Guided Reading	Small group/whole group	During the School Day
		Word work	Small group/whole group	During the School Day
		Close Reading	Small group/whole group	During the School Day
		Research/Inquiry	Small group/whole group	During the School Day
Social Studies	Data collected from formative and summative teacher assessments Teacher observations of student needs	Shared Reading	Small group/whole group	During the School Day
		Guided Reading	Small group/whole group	During the School Day
		Word work Class workshops/presentations	Small group/whole group	During the School Day
		Close Reading	Small group/whole group	During the School Day
		Research/Inquiry	Small group/whole group	During the School Day

				During the School Day
				During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Staff observations based on student need Family concerns	Class workshops/presentations	Small Group	During the School Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<ol style="list-style-type: none"> 1. Targeted professional development based on soft/hard data, teacher observations and teacher input 2. Teachers will lead and drive professional development through study groups once a week 3. Teachers will attend professional development opportunities offered by the school's network 4. Teachers will visit other schools 5. Teachers will participate in conferences hosted by our school- inviting other schools to discuss current issues in school reform 6. Teachers will be given planning time to co-create CCSS aligned units of study and Performance Assessment Tasks

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).
<p>Consultants for PreK-8 work in: ELA, Social Studies, Math and Science planning will work with staff and administration team through-</p> <ol style="list-style-type: none"> 1. Writing curriculum 2. Conducting intervisitations 3. Modeling lessons 4. Sharing resources 5. Planning study groups

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

1. CCLS aligned curriculum
2. Parent Chats with Principal
3. Classroom visits for families
4. Early screening and intervention services

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.

Grade/Department/Staff meetings

Focus groups

Cabinet meetings

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	423,334.00	x	
Title II, Part A	Federal	71,619.00	x	
Title III, Part A	Federal	18,972.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,249,414.00	x	

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Public School 126, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and

decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 126, will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

PS 126, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 126</u>	DBN: <u>02M126</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>5</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: _____

Activity One: Mini Explorers (Grade 3)

The start date is October 24, 2014 and the end date is June 19, 2015. All beginning, intermediate, and advanced ESL students in grade 3 will be asked to participate. There are 27 total ELLs in grade 3. The proposed instructional activity is exposure to culture, social sciences, and the city around them through exploration and building their experiential knowledge so they can become more active participants in our school community and in society overall. There will be two certified ESL teachers and the language of instruction will be English.

After reviewing the NYSESLAT data and the Annual Measurable Achievement Objectives, it is clear that the students at PS 126 need to improve their writing and build their schema. Going on these various field trips will provide students the necessary background knowledge for when they take the NYSESLAT. Questions that pertain to prior knowledge, such as landmarks, ice skating, museums, and permission slips, require students to know not only academics, but also assimilation into their second culture.

An estimated 20-25 students will meet every Friday from 2:45-4:45. There will be an estimated 15 classes and approximately 10 field trips. The class will begin by looking through many famous landmarks' brochures, looking on the internet for other potential field trip locations, and brainstorming everyone's ideas about where they want to visit. The teacher will rewrite some of the brochures so the beginning students will be able to read about the places too. Students will improve their vocabulary through pictures first, and then reinforce that vocabulary by actually seeing what is in the picture. Students will strengthen their background knowledge further by then creating their own brochures of those same landmarks, museums, and experiences. Students will create questionnaires for their parents asking what famous landmarks they have seen in New York City. Students will present their findings. Parents will be encouraged to go on field trips and will have an opportunity to come up with suggestions for field trips. Parents will be asked to attend class when their children present their brochures and during the final presentation of the mock newscast, describing all the places they have visited.

The class will go on approximately 10 field trips. Some possible places for field trips:

Ice Skating

Sony Wonder Technology Lab

AMC Movie Theater

Victorian Gardens

Park Avenue Armory

The Police Museum

Max Brenner

Bowling

Ripley's Believe It or Not

Discovery Times Square

Freedom Tower

Central Park

Madame Tussauds Wax Museum

Top of the Rock

Children's Museum of the Arts

After each field trip, students will create their own brochures, drawing pictures and maps, labeling their pictures, and writing informational pieces after gathering information from their experiences. They will

Part B: Direct Instruction Supplemental Program Information

use nonfiction text features such as headings and subheadings, helping the reader navigate through sections of the text; charts and graphs, helping the reader summarize and compare information; bold print, helping the reader by signaling the word is important; pictures and captions, helping the reader understand their drawn and real pictures. Many of these will be revised and published using a variety of digital tools. The Mini Explorers will present their brochures to the MAT Explorers, so the students will have practice speaking and presenting their work in front of others. Students will choose a few of the locations and brochures and turn those into mock newscasts, acting as news anchors reporting about great places to see. The mock newscasts will be filmed and edited and put on Vimeo.

Rationale

1. Opportunity: Finding authentic and meaningful writing purposes can be difficult in the younger grades. Students will see that their brochures could be helpful to other students interested in visiting these places. These brochures will be used to recruit students for next year's program.
2. Engagement: The field trips and brochures will motivate the students to do their best writing and practice speaking in front of others. Seeing their brochures printed with their own illustrations and photographs will motivate them to do their best writing practice in school.
3. Demonstration: Watching other student's newscast productions, as well as their own, will demonstrate their command of English grammar conventions. Students will get a chance to hear themselves and then self-correct where needed.
4. Risk taking: Students will be in front of middle school students and teachers presenting their brochures and a newscast by the end of the year.
5. Response: The teacher, parents, and students will share personal connections, make predictions, and ask questions about the places they will see.
6. Time: Students need large chunks of uninterrupted time to practice reading and writing. This after school program will give them that practice at their level in a smaller group once a week. They will also have the time to really develop and perfect a few pieces of nonfiction writing, so many times ELLs are rushed to finish, this will give them time to work on their brochures at their own pace.
7. Assessment: The teacher will meet with the students in individual conferences about their progress on their brochures throughout the year. The teacher will connect assessment and instruction in writing the brochures, identifying progress and problems.

Activity Two: MAT Explorers (Grades 6-8)

Program start date is October 24, 2014 and the end date is June 19, 2015. All ESL students in grades 6th-8th will be asked to participate in the program to be served. There are 15 students in grades 6-8. The proposed instructional activity is exposure to culture, social sciences, and the city around them through exploration and building their experiential knowledge so they can become more active participants in our school community and in society overall.

Students will meet every other Friday from 2:45-4:45pm. There will be an estimated 15 classes and a total of 10 field trips. The language of instruction will be English. Getting to explore our city's museums and cultures is important for students. We would review different types of art work one week, debate artist's motivations another week, and discuss the history and mission statement of the museum the third week. Each session would include reading, writing, and critical analysis in partnerships, small groups and whole class. Students will learn about NYC through books/books on tape, magazines, and conduct research with technology. Finally, we would attend the museum on the fourth week. The whole field trip will be led by students to increase their agency, responsibility, and independence. For example, the Japanese Mangas are what will motivate students to want to go to the Japanese society to find out about artists and their work and to learn about the cultural history. Kids' magazines such as Ask, Click, National Geographic, New York Times UpFront, Sports Illustrated, Kids Scholastic News, Science World all help students with reading and writing up proposals for their fieldtrips. We will use computers for mapping out the route on the subway, ascertaining costs of entry to various museums/activities, and responding to each field trip upon returning. Books and magazines will be used for research and data collection. The field trips could be to:

- Ice-Skating

Part B: Direct Instruction Supplemental Program Information

- [The Tenement Museum](#)
- [Sony Wonderlab](#)
- [Wonders of Times Square](#)
- [Bowling](#)
- [Victorian Gardens](#)
- [Madame Tussauds Wax Museum](#)
- [Central Park](#)

There is a need for students, school-wide, to become more independent and autonomous. Without detailed directions given by the teacher, observations showed students' inability to be agents of their own learning. Another data source of rationale is the NYSESLAT scores and student need for building schema. Going on these various field trips will provide necessary prior knowledge for students when answering on the NYSESLAT (certain topics such as ice-skating and roller skating). Questions that pertain to genres, such as permission slips, require students to learn not only academics, but also assimilation into their second culture.

There are numerous benefits to this program. First, students will be exposed to a wide variety of culture. They will be able to talk, write, read and think about the world around them. There will be many shared learning opportunities as well as many opportunities to think on their own for themselves. Not only will this help students to build their confidence to speak in class, but they will also learn new ways of thinking and looking at the world that will help them throughout their lives as they mature into an adult. They will use these skills in interviews, presentations, and even on a daily basis in conversations with their peers—both academic language and social language will be promoted. The ELLs will use technology to share their pieces together and show processes of clarifying meaning for their intended audience. This will help them in the classroom by being able to run ideas by a small group of students. This can help them recognize that they have a voice and that their opinions matter. Too often in schools ELLs are pushed aside and behind for their reluctance to find their voice. Through covering a wide range of current social and cultural topics, we can better enable the students to take a more active role in their education. The skills they learn in this after school program will be a vital component to their growth as students and human beings.

The three main goals of this program are 1) exposure and exploration of this city 2) giving ELLs more confidence by sharpening their listening, speaking, reading and writing skills 3) integration of technology into learning. In order to attend the trips across the city, students will have to read a variety of mediums including but not limited to: newspapers, magazines, books, works of art, maps, reviews, websites, databases, excel worksheets, powerpoint presentations, picture collages with oral presentations and captions, documentaries of fieldtrips etc. All documents created and used will be scanned into the computer and projected for shared reading. And in return, they will gain more confidence because they will have a deeper understanding of the world and a stronger command over these genres.

This type of learning is an integral part of every class that the ELLs have. In school, students are constantly required to share their opinion and to show their thinking. This instructional activity encourages students to speak creatively and expressively, as well as fine tune their skills and practice their public speaking abilities and develop their understanding the world. They are also learning about their community and other communities that NYC has to offer. They are learning to use the subway, the city demographics, and how to navigate the urban world.

The MAT Explorers class is different from the core program in that it offers many opportunities to analyze, debate, think and rethink their ideas in a safe environment where there will be less fear to speak and many older models to learn from because of the combination of grades.

The targeted population for this activity will be all ELLs in grades 6-8. Parents will also be invited as guest speakers to be experts on various locations in the city, attend trips as chaperones, and to a celebratory dinner at the end of the year at which a presentation of the students' explorations will be coordinated through use of technology.

After every field trip we will have discussions led by group leaders about how the field trip was organized, the group process, give feedback, and then make changes that need to be made. Each

Part B: Direct Instruction Supplemental Program Information

student will independently assess themselves as well as learn to set goals and have decision making power when it comes to their learning. The students will be assessed formally by their teachers over the course of the program. Their progress in the classrooms will be monitored through reading and writing conferences. These records will be organized for easy perusal, so that student support can be quickly changed and met. Each student will also be assessed by their peers on a regular basis. These assessments will be through shares, feedback, and classroom responses. Two certified ESL teachers will be servicing this group weekly, through conducting the meetings and chaperoning fieldtrips.

Activity 3: Music Composition (Grades 3-5)

The target population for this music program is 40 3rd, 4th and 5th grade ELLs who have not scored at the proficient level on the written English portion of the NYSESLAT (according to data from 2014). There are 58 ELLs in grades 3-5. Teacher observations of student in-class performance will also be taken into account when selecting children to participate in this program. The language of instruction will be English, though bi-literate students may scaffold for other ELL's using the native language. The group will meet for a total of 25 sessions throughout the year; sessions will commence January 1, 2015, and run through June 19st, 2015. Meeting time will be Thursdays, from 2:45 to 4:30 p.m., and there will be 3-4 Performances throughout the year.

This music instructional program is intended to strengthen the children's capacity for communication in all modes; written, verbal and artistic. Working alongside two teachers, the children will be led in utilizing creative writing and lyrical strategies and techniques toward the aim of gaining tools for greater self-expression. All students participate in each aspect of the program. The group nature of the performance teaches students to depend on and support one another.

Students will choose concepts and ideas that they would like to create lyrics and sing about. The students discuss these ideas in small groups and write about them in personal journals. As a whole class, students' ideas are then charted, and lyrics are written based off of those ideas. Each session will be spent practicing the songs through games, daily routines, and repetition drills. Children will also choose dance moves to accompany the songs as well as write skits that precede the performance of the songs. In this way, students work in a group to produce writing as well as song, improving in all modalities of English in a fun and authentic way. There will be three performances throughout the school year, at which parents, students, and community-based organizations will have the opportunity to see and enjoy the hard work of the students.

Music Composition will aid students in language acquisition by using different learning modalities. The students will be learning lyrics to several songs that they write. This will offer the opportunity to practice the English language musically. Students will also dance and perform according to the lyrics, allowing children to experience language kinesthetically. They will also be reading the lyrics throughout practice, which allows them to experience the language visually at the same time.

Vocabulary acquisition will be supported through individual student song notebooks. Prior to the full class writing of lyrics, students will have the opportunity to write and express ideas concerning the concept, as well as share ideas in small, heterogenous groups. This will allow the ELLs the opportunity to build background knowledge and to gain key vocabulary prior to practicing the songs. The repetitious nature of practicing songs and skits is extremely valuable to language acquisition.

In addition, the children have the opportunity to practice language in an authentic and social setting. Academic language is supported, as well as social language. Children constantly interact with one another through the writing of songs, playing of games, and daily share performances. The Music Composition program encourages and grows self-confidence among its participants. Performances throughout the year bolster student self-confidence through allowing parents, students, and teachers to celebrate the work of the group.

One 5th grade teacher and one 3rd grade teacher will conduct this program weekly throughout the school year.

Activity 4: Chess and Literacy (Grades 2-7)

While analyzing a school-wide survey of student extra-curricular interests, we noticed that a number of our ELLs were highly interested in improving their chess skills and competing in competitive chess

Part B: Direct Instruction Supplemental Program Information

tournaments. We looked at the NYSESLAT and ELA assessment data for the ELLs who expressed an interest in chess and found that many of them had still not reached full proficiency on the NYSESLAT Reading and Writing subtests and most had yet to meet NYS standards in English Language Arts. Research shows that children are more likely to be successful readers and writers when the subject matter is of great personal interest and the students are intrinsically motivated to learn new information and acquire new skills (see Brown, H. D., 1994: Principles of Language Learning and Teaching and Krashen, S., 1981: Second Language Acquisition and Second Language Learning). We believe that for this particular group of ELLs, their high level of interest in chess and their intrinsic motivation to be successful chess players will enable them to participate in chess-themed literacy projects with the level of academic rigor that is required by NYS ESL and ELA Standards. We propose an after-school, literacy-based chess program for a group of 111 ELLs in grades 2-7. The program will meet on Friday afternoons from 2:45-4:45pm for a total of 20 sessions, beginning on October 2, 2014. We will also be participating in three tournaments. All instruction will be provided in English by a chess master from the Chess in the Schools program along with a first grade teacher. The students' native languages will be used as needed in order to scaffold instruction and facilitate learning. The teacher will guide the students through a project-based inquiry into chess terminology, chess history, famous chess masters, and classic strategies, using web-based resources such as www.chessguru.net and www.chesskids.com. Participating students will keep a journal to record a self-assessment of their own play after each game, will present a research report on a chess master whom they admire, and end the year with a Power-Point presentation which will display the knowledge that they've acquired and give each child a chance to express themselves and share their experiences before an audience of parents and peers. The teacher will differentiate instruction to ensure that children at all grade levels and proficiency levels will be working at an appropriate level of academic rigor. We believe that the mixed-age and mixed-level nature of the group will enable the younger children to benefit from the support of older, more experienced peers, while the older students will benefit from the experience of serving as mentor-figures and tutors to their younger friends and teammates. We expect that this interaction across grade levels will result in improved communication skills and increased language proficiency for all students involved.

Activity 5: ELLs Running Club (Grades 4-8)

The P.S.126/MAT Young Runners program is an after school program that takes place on Wednesdays and Fridays and lasts for one hour. Competitive races take place on weekends in all four boroughs. The program is run by Matthew Chaston, a fully licensed ESL teacher from the school. Assistant teachers and parents often accompany the team on trips and meets.

The program uses the local running paths (under the FDR, the Brooklyn Bridge) and our in-house facilities such as the gymnasium and treadmills. The program offers ELLs an opportunity to excel in a non academic arena whilst communicating and exploring with peers and teachers outside of the immediate school environment. The program also covers matters of health including eating habits, strength and endurance. Participating ELLs also learn hands-on how to measure and time themselves and their teammates. The program fosters a supportive team atmosphere. All participants are encouraged to wear school running shirts (students unable to purchase the shirts are subsidized.)

-

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

Part C: Professional Development

Begin description here: _

2 certified ESL teachers will attend the 15th Annual Language Series Exploring Academic Language and Literacy Development: Connections to the Common Core . The teachers will then turnkey what they have learned and present it to small groups of classroom teachers during our school's weekly "study group" time (formerly Extended Day.)

Friday, November 7, 4pm - 8pm & Saturday, November 8, 8am - 4pm.

The keynote speaker is Celia Genishi. She will illustrate the need for talk, for many opportunities to use oral language at all ages because it is the key ingredient of foundations for literacy and academic language development. A curriculum full of social and academic language, across multiple content areas, can guide the school learning of all students, including bilingual or multilingual learners as well as language strugglers. Saturday workshops include:

- Integrating Content/Expanding Language: Young Children Wonder, Learn, and Talk About Their World
- Speaking from the Heart: Attachment, Language and Emotional Integration in Young Learners
- Bilingual development or learning disability?
- Etymology + Animation = Etymation...Word study via animated cartoons
- Whole Novels & Whole Stories: An Experiential Approach to Reading, Response & Analysis.

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: _

Activity One: Mini-Explorers

The parents will be informed of the program by translated letter. Interested parents will accompany us to various fieldtrips. The students will interview their parents at home in their first language (or English) to find out about interesting places in the city to visit. Parents will be asked by translated letter to attend a class after the fieldtrips so they can celebrate and see the trips with their children. Parents will also be invited (by translated letter) to attend the field trips not only as chaperones, but so they can discuss the history and places explored with their children afterwards. Parents will be invited by translated letter to 10 of the 25 classes to help their children with their pamphlets and brochures about the places we visit. The ESL teacher will be present at all classes and trips while the parents are assisting their children.

Activity Two: MAT Explorers

Clearly, parent involvement is key to student motivation and progress in learning English. We intend to incorporate parents into our Explorers program to allow parents more access points to the school culture and the lives of their students at school. The parents will be invited to attend our planning sessions (two to three times per month from November to June) for our fieldtrips to be experts on various locations in the city. They will give students advice on planning trips and will work in collaboration with students to plan for our fieldtrips. Additionally, parents will be invited to attend fieldtrips with students and teachers as chaperones. The ESL teachers will be working with parents and students during these planning sessions. Parents will be notified of these activities via the Title III letters sent home, as well as through invitations throughout the year. As students decide which trips to plan for, we will send home letters to parents to invite them to be experts at our planning sessions and chaperones on our fieldtrips. Also, parents will be invited to the end-of-the-year celebration in June where students will present PowerPoint presentations on the various trips we conducted throughout

Part D: Parental Engagement Activities

the year.

Rationale: Having the parents help with coming up with ideas for trips, going on trips, and creating brochures afterwards will make them more involved in their children's academic success at school. The parents will be needed to help with many of the activities during the year and will therefore have more of a personal connection with the outcome of the final presentation and success of the program as a whole.

-

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 02	Borough Manhattan	School Number 126
School Name P.S. 126/MAT		

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 Jaqui Getz	Assistant Principal Carlos Romero, Robin Berg
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elyn Ballantyne-Berry	School Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area	Parent Coordinator Rebecca Johnson
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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	724	Total number of ELLs	128	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	118	ELL Students with Disabilities	14
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	118	0	9	10	0	5	0	0	0	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
Chinese														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	1		1		2									0
Chinese	29	37	24	36	16	18	12	6	6					0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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)	9	3	1	2	0	2	1	1	0					0
Emerging (Low Intermediate)	7	4	2	3	0	0	0	0	0					0
Transitioning (High Intermediate)	6	6	3	0	1	1	1	0	0					0
Expanding (Advanced)	4	21	13	12	10	8	5	2	0					0
Commanding (Proficient)	5	2	6	16	7	7	5	3	6					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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1	2							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		2	6	24	9	9	7	7	8					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	2			0
5	5	4			0
6	6				0
7	2				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									0
4	2		8				1		0
5	4		3		3				0
6			1		4		1		0
7	1		1						0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At P.S. 126/MAT, we use Fountas and Pinnell from grades K-8 to measure early literacy skills of our ELLs. The data provide us with insight into the reading proficiency level, fluency, and comprehension skills of each student. They also provide us with more data with which to program our students into their ENL program, teacher, and schedule. We use these F&P scores to group our students into homogenous groups for ENL instruction. Also, these scores let us know the strengths of our students. Often, students can be particularly strong in one modality over another. The F&P scores combined with the NYSESLAT scores give us a clearer, rounded picture of our ELLs. This is used to individually assess all students' reading levels four times a year. Once these levels are obtained, students are placed in the appropriately leveled guided reading groups. These groups are fluid and change over the course of the school year depending on the strengths and weaknesses of the students. First grade students are also assessed using the Reading Rescue Program's Classwide Screening Assessments of Emergent Literacy. This identifies low-performing students who will be served in the Reading Rescue tutoring program. It also gathers baseline data for all students at the beginning of the year and helps track student progress at midpoint and again at the end of the year. The data is shared with classroom teachers in order for them to be able to plan and utilize strategies for their ENL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We have the most ELLs in the lower grades, primarily K-3. They are also the same grades that have the largest amounts of entering and emerging ELLs. Most students pass the NYSESLAT by fifth or sixth grade. The data patterns across proficiency levels and grades reveal that there are certain students who benefit from grouping across grade levels and proficiency levels. We make the stand alone ENL groupings by looking at the entire student. The F&P levels, in combination with NYSESLAT and NYSITELL scores are used to determine groups for stand alone ENL services. For example, in the 5th and 6th grades, there is a group of students that are newcomers at the Entering level and are therefore grouped together for stand alone ENL that is ungraded. Also, a student scored at an Transitioning level on the NYSITELL and NYSESLAT, while having a beginner level F&P and is therefore placed in a group in which they can receive instruction on their F&P level. Additionally, our Writing scores on the NYSESLAT and on the NYSITELL are consistently low across grade levels and proficiency levels. Therefore, we will focus our ENL stand alone and integrated services on instruction in writing, particularly for the Expanding students. Graphic organizers will be used, along with instruction that consists in vocabulary

development specific to academic writing. Students will have the opportunity to share their writing with their peers, and receive feedback from both peers and teachers. Long-term and short-term writing assignments will be completed so that students can gain experience in the writing process in order to become more proficient writers.

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

Historically, our Writing scores on the NYSESLAT and on the LAB-R are consistently low across grade levels. Therefore, we focus our ENL pull-out and push-in services on instruction in writing, particularly for the Expanding students, for which Writing is the last modality for them to score a Proficient/Commanding. This pattern will affect the Professional Development (PD) our staff attends; we will offer more PDs that are geared toward Writing for ELLs. This pattern will affect the conversations the ENL pedagogues have in their monthly grade-level meetings with classroom teachers; we will discuss specific instructional strategies to support ELLs writing in the content areas. This pattern will affect instruction directly in classrooms; Graphic organizers will be used, along with instruction that consists in vocabulary development specific to academic writing. Students will have the opportunity to share their writing with their peers, and receive feedback from both peers and teachers. Long-term and short-term writing assignments will be completed so that students can gain experience in the writing process in order to become more proficient writers.

On the other hand, Listening/Speaking is a modality in which our ELLs perform consistently well. This influences instruction in that classroom teachers as well as ENL pedagogues capitalize on this strength to build background knowledge and provide a bridge to writing. Additionally, our classroom teachers often employ the “Turn and Talk” technique to allow students the opportunity to work out ideas orally with a partner, before picking up a pencil. This allows students to gather their thoughts, gain perspective, and better prepare for the writing process.

Our school uses Annual Measurable Achievement Objectives (AMAO) to inform programming of ELLs into class schedules, as well as for extra services for struggling learners. We group ELLs for ENL instruction according to one or more areas of struggle in order to maximize the impact of our instruction in these areas. The AMAO informs us of which groups of students are struggling the most: newcomers, long-term ELLs, SIFE students, and ELLs with disabilities. ENL pedagogues can then collaborate with the classroom teachers of these ELLs, as well as the related service providers and the reading specialists to provide targeted instruction.

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. The ELLs in our school who read in their native language are offered a copy of assessments in their native language. These assessments include: the state ELA, Math, and Science tests and Performance Assessment Tasks. However, students most often choose to use it only as a guide, and write their answers in the English test booklet. However, ELLs who are new to the NYC Public School system are given the Lab-R, and those who are entitled to ENL services and speak Spanish are given the Spanish Lab-R upon entrance into the school.

b. At P.S. 126/MAT, we do not currently use ELL Periodic Assessments as an assessment tool. These assessments were cumbersome and impeded instruction, as they were in addition to Performance Assessment Tasks the DOE has instituted in recent years, as well as our in-house assessments (F&P and Summative Unit Assessments), the NYSESLAT and the State ELA and Math, and in some grades Science, assessments.

c. Refer to 4b.

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 uses data within the Response to Intervention (RtI) instructions for ELLs. For Tier I interventions, our school strengthens the core instruction in the classroom. ELLs who have F&P scores that fall behind grade level, as well as Beginner ELLs and ELLs with a low score in one modality, receive small group instruction in the classroom, have instruction that includes a focus on language functions and structures, and receive whole-class instruction that makes lessons meaningful by incorporating students background knowledge. The progress of these students is monitored through F&P scores, as well as teacher observations, and the instruction is adjusted as needed. For Tier II interventions, we offer extended day services to our ELLs who are also in the lowest 3rd subcategory. Extended day gives students extra instruction in reading and in writing, and allows for smaller groups and one-on-one instruction. ELL students deemed at-risk due to low ELA and Math scores from the previous year receive extra support in the form of pull out reading and/or math intervention services several times per week from a specialist teacher. We use data to inform all decisions regarding RtI procedures.

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

Teachers scaffold the lessons and understand that students are acquiring a new language. When possible materials are translated into the students' home languages. We are in a pilot program, CUNY NYSIEB (New York State Initiative for Emergent Bilinguals), in which the school and staff are learning new translanguaging strategies to incorporate in the classroom and in the ecology of school.

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?

N/A

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

At P. S. 126, we evaluate the success of our ENL program through the use of the AMAO tool provided by the DOE, our Fountas and Pinnell levels, the scores from the NYSESLAT, as well as the scores from the ELA and Math tests. With the AMAO tool, we are able to see growth across grade levels each year. We are also able to analyze patterns, group students by various subgroups, and verify whether or not our program is successful through the growth of our students as seen in the AMAO tool. F&P is a resource that we value at P.S. 126 in that we can see growth of our students in reading at 4 different points in the school year. The ENL department keeps record of students F&P scores across years to monitor progress and success of our program. The NYSESLAT scores that are released each fall provide our program with data on our success in the four modalities. We are able to see which modalities to focus on in the year ahead, and in which modalities we are successful. Lastly, the ELA and Math test scores provide us with valuable data on how our ELLs fare comparatively in the school. This year, our ELLs did not do as well on the ELA test as compared with their peers. In 3rd grade, 70% of our ELLs scored a Level 1, and 30% scored a Level 2. In 4th grade, 75% of our ELLs scored a Level 1 and 25% scored a Level 2. In 5th grade, 70% scored a Level 1, 10% a Level 2, and 20% a Level 3. In 6th grade, 43% scored a Level 1, 43% scored a Level 2, and 14% scored a Level 3. In 7th grade, 33% scored a Level 1, 33% a Level 2, and 33% a Level 3. In Math scores, our students fared slightly better than their non-ELL peers. In 3rd grade, 23% of our ELLs scored a Level 1, 31% scored a Level 2, 38% scored a Level 3, and 8% scored at a Level 4. In 4th grade, 75% of all P.S. 126/MAT students scored a Level 1, and 25% scored at a Level 2. In 5th grade, 30% scored a Level 1, 40% scored a Level 2, 20% scored a Level 3, and 10% scored a Level 4. In 6th grade, 28% scored a Level 1, 57% scored a Level 2, and 14% scored a Level 4. In 7th grade, 33% scored a Level 1, 33% scored a Level 3, and 33% scored a Level 4. Therefore, we will be working this year to improve instruction for our ELLs in ELA, specifically in Writing, and we will continue our successful instruction in Math.

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 students register for school the ENL team of teachers are notified. The ENL Coordinator (E. Ballantyne-Berry) performs the Home Language Identification Survey (HLIS) as well as the other two certified ENL teachers (K. Patterson and M. Chaston). If the Home Language of the parents is Chinese we have an interpreter from the school help one of the pedagogues conduct the interview. The ENL teacher also speaks to the child in English. E. Ballantyne-Berry uses Spanish when necessary. Once the HLIS is completed the ENL Coordinator, a certified ENL Teacher, notes whether the NYSITELL and/or Spanish LAB needs to be conducted. When new students come into the school to register, an appropriate office staff accommodates the parent and notifies one of the ENL pedagogues. All the office and support staff speak English and Spanish or English and Chinese. All the support staff in the office help with registration for new admits and pre-kindergarten students.

Depending on the language of the parent, a bilingual office staff member that can accommodate the parents the most completes the registration process along with an ENL teacher. The formal initial assessment includes the administration of the Home Language Identification Survey (HLIS) by an ENL pedagogue after the informal oral interview in English and in the native language (with interpretation and/or translation services from a bilingual office staff). The HLIS will be filled in as “NO (not eligible)” if the languages spoken at home are English. The ENL pedagogue will then sign the HLIS and a copy of the form will be kept in the ENL department’s records.

If student is eligible to take the NYSITELL, the ENL teachers who are certified in ENL, will be responsible for administering and scoring the test. All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below NYSITELL cut scores must be administered the Spanish LAB only once at the time of initial enrollment. At P.S. 126/MAT, the ESL department ensures that LAB-R eligible students be tested within the first ten days of initial enrollment. .

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

Students are initially assessed for SIFE status at the parent meetings when the Home Language Identification Survey is filled out. Thereafter, students are assessed through their work. We will also assess for literacy ability in their home language and number

sense. We will utilize teachers' informal observations of the student's work and abilities. Additional parent meetings will held as needed.

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).

Newly enrolled students with IEPs are identified by the LPT, which consists of three ENL teachers: Elyn Ballantyne-Berry, Karin Patterson and Matthew Chaston. We look at student work, meet with the child individually and speak with the teacher. The LPT then meets and discusses the students work and abilities and check it against the Similarities Between Learning Disability and Language Acquisition reference sheet provided in the ELL Policy and Reference Guide.

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.

Entitlement and Non-entitlement parent notification letters are distributed to the students to bring home in their homework/ parent communication folders by the ENL Coordinator, E. B-Berry. The ENL Coordinator and the other two ENL Teachers generate the list of students that need to receive an entitlement or non-entitlement letter. Elementary parents of entitled students are also notified verbally when they pick up or drop off their child(ren). The letters are distributed in English and the students' home language.

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).

5. We speak to the parents during the HLIS interview about the ELL identification process. Parents are given the opportunity to come in or call the ENL coordinator about their child and why or why not they were identified as ELLs.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After the NYSITELLS have been completed and scored (within the allotted timeframe) the parents are invited via letters given to students (in both English and their Home Language) to take home within two to five days, phone calls made by a translator within five days, and verbal reminders at drop-off and pick-up. Parents are given the Department of Education Parent Program Selection Pamphlet and the video in Home language is played during parent orientation. The three certified ENL teachers (E. B-Berry, K. Patterson, M. Chaston) conduct the parent orientation with the Chinese interpretation services of a staff member. We prefer that the parents make a choice as opposed to going to the default option and therefore meet parents in the mornings after the orientation and provide them with time to complete the survey and ask questions while a Chinese interpreter is present.

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.

Parent surveys are filled out at the time of registration. During parent orientation parents are given the program selection form to fill out. Certified ENL teachers and a translator are there to answer any questions that they might have about program choice. If the parents were unable to attend they were asked to fill out the program selection or parent survey form when they dropped their child off or picked them up. A Chinese interpreter was also available if questions arose. When a parent chooses a different program then is offered by the school they are made aware of other school options in the community.

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

The Certified ENL teachers look through the cumulative records of the incoming students every 2-5 days to make sure that all the required forms are filled out. If forms are missing the parent is called and an appointment is made to come and complete the rest of the forms as needed. The Parent Survey and Program Selection forms are collected and cross referenced against the RLAT reports from ATS and are updated often every 2-5 days at the beginning of the school year. The forms are then stored.

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

The ENL coordinator (E. B-Berry) and the whole ENL team (K. Patterson and M. Chaston) work together to ensure placement parent notification letter are distributed. We print out the form and add in the information pertaining to each student about what program their students will be in. Then, each letter is checked against the ATS roster of ELLs. They are then given to the students to bring home to their parents in English and their Home Language.

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

Documentation for each English Language Learner, including the entitlement and non-entitlement letters, Home Language Inventory Survey, and the Parent Survey and Program Selection Form, is scanned, saved, and kept secure on the ENL Liaison's (E. B-Berry) computer at PS 126/MAT. Some of the original documents are put into the students' cumulative folders which are kept in every classroom. This documentation includes the Home Language Inventory Survey and the Parent Survey and Program Selection Form. The ENL Liaison is responsible for maintenance of records with the assistance of the ENL teachers. The ENL team and administration have access to the documentation.

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.

Every year the ENL team (E. B-Berry, K. Patterson, M. Chaston, all certified ENL teachers) makes a schedule for all the English Language Learners in grades Kindergarten through Eighth Grade to take the NYSESLAT. We use ATS reports to cross reference our students to make sure that all students required to take the exam do take it. All three ENL teachers and classroom teachers from several grades are recruited to administer the NYSESLAT in quiet rooms. The Kindergarten NYSESLAT is administered by all four Kindergarten teachers as well as all three ENL teachers in small groups of 6 students at a time. We do this to ensure there is no talking during the test. The First and Second Grade NYSESLAT is administered to all First and Second Grade English Language Learners in groups of 10-11 students per room. For grades 3-8, the NYSESLAT is given to all English Language Learners in groups of 15 or more per room. All teachers must sign out the tests, which are kept secure in the ENL Liaison's room. Teachers sign the tests back in when the test is finished. The speaking portion of the NYSESLAT is only administered by all three ENL teachers. We divide the students up so no teacher tests her own students. The scoring of the NYSESLAT is done by all three ENL teachers as well as two or three classroom teachers.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL coordinator and the whole ENL team work together to ensure continued entitlement and transitional support entitlement notification letter are distributed. We print out the form and add in the information pertaining to each student. Then, each letter is checked against the roster of ELLs. They are then given to the students to bring home to their parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices that parents have requested has been English as a Second/ New Language. Most parents indicate that they would like for their child's instruction to be solely in English and then be taught the second language at home or at an independent language program either after school or over the weekend. The parents have expressed that their child has had success with learning how and when to use their first language and their acquired second language. P.S. 126/MAT rarely encounters parents who request bilingual or dual language education. However, when this occurs, parents are given accurate information on the benefits of all three of the language programs. After adequately informing the parent about the three language program models, the decision is left up to the parents as to which program would best fulfill their goals for the child. Most parents of students who participate in the ENL program at P.S. 126/MAT are satisfied with the language acquisition and progress of their child.

At the beginning of each semester, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a New Language. At the orientation, the three ENL pedagogues explain (with the support of the appropriate translators) the enrollment procedure outlined above to the parents of the new ELLs. A video introducing them to the variety of programs available to language learners within the NYC Public Schools is shown and any questions that may arise are answered.

According to the Program Selection Survey conducted in 2011-2012, 85% of parents of newly entitled ELLs chose ENL as their first choice, while 15% chose the Transitional Bilingual program as their first choice (half of which by default when they failed to return their parent survey), and 0% of parents chose the Dual Language program as their first choice. In 2012-2013, 82% of parents chose ENL as their first choice, 16% chose Transitional Bilingual, and 2% chose Dual Language. In 2013-2014, 75% of parents have chosen ENL as their first choice, 15% chose Dual Language, and 10% chose Transitional Bilingual (mostly those whose response defaulted to TBE when they failed to return the parent survey). Thus far in the 2015-2016 school year 95 % of parents chose ENL, 5% chose Dual Language. All forms have been filled out by parents. In response to the preferences that are evidenced in the parent choice forms, P.S.126/MAT is currently offering language services via the ENL program model.

On the occasion that a parent requests a program that is not available at PS126, we support the family in finding placement for their child at a school with the desired program choice. In addition, we alert parents to the potential of a default program choice if a selection is not made. As mentioned previously, the potential of a new program choice is presented to the parents as well. However, if not enough families have opted for a different program at this school, the student is supported through the process of transferring to another school that does provide the service the parents have requested and chosen.

It should be noted that when the parents are provided with the option of moving to another school, parents often opt to keep their child at PS126 in the ENL program. The parents are always told that if a number of parents select a different program than the school offers, the school will re-evaluate the program offerings versus the program selection when the occasion arises. Currently, our EL program aligns with the parents' requests.

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.
 - 1a. ENL instruction is delivered by several organizational models at PS 126/MAT by 3 certified ENL teachers. With most of our entering and emerging students, we use the stand alone model where we take small groups of 4-9 students to our rooms and give them explicit reading, writing, and language instruction. The ENL teachers also use the integrated model where the ENL teacher goes into the ELLs' regular classroom and works on the content that the classroom teacher is doing. The integrated model is used with the emerging through expanding ELLs. ENL program models at our school include homogeneous, heterogeneous, and ungraded grouping. The lower grades are grouped homogeneously based on level of English proficiency, by grade, and even by class because there are so many in each class. The 4th and 5th grade ELLs are sometimes in groups that are ungraded but homogeneous according to level. The middle school students are sometimes grouped heterogeneously by level and grade because there are fewer students in these grades.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

There are 3 certified ENL teachers who teach ENL at PS 126/MAT. One certified ENL teacher teaches Kindergarten ELLs 3 days a week. There are 26 Kindergarten ELLs. All of the Entering through Expanding Kindergarten ELLs are serviced 240 minutes a week of ESL instruction in a push-in setting. This teacher also teaches the Expanding 3rd graders and 6th graders. The 3rd graders receive 135 minutes of pull-out instruction and the 6th graders receive 140 minutes of pull-out instruction. The second certified ESL teacher teaches grades 1-2. There are 34 first grade ELLs. The first grade Entering and Emerging ELLs receive 240 minutes a week. The first grade Transitioning ELLs receive 180 minutes a week. The Expanding 1st grade ELLs receive 60 minutes a week. There are 19 second grade ELLs. The second grade Entering ELLs receive 240 minutes a week. The second grade Emerging and Transitioning ELLs receive 180 minutes a week. The second grade Expanding ELLs receive 60 minutes a week. There are 17 third grade ELLs. The third grade Entering and Emerging ELLs receive 245 minutes a week, this is taught by the third certified ESL teacher. The third certified ENL teacher also teaches ELLs in grades 4-7. There are 11 fourth grade ELLs. The fourth grade Transitioning and Expanding ELLs receive 135 minutes of ENL instruction a week. There are 11 fifth grade ELLs. The fifth grade Entering ELLs receive 330 minutes a week. The fifth grade Transitioning and Expanding ELLs receive 135 minutes a week. There are 7 sixth grade ELLs. The sixth grade Entering ELL receives 280 minutes a week. There are 3 seventh grade ELLs. The seventh grade Entering ELL receives 280 minutes a week. The seventh grade Expanding ELLs receive 120 minutes a week. The ENL teachers pick up their students to ensure that they are present in class to receive their mandated minutes of ENL instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In integrated model classes, the ENL teachers provide a variety of strategies to ensure content is comprehensible in English and the Common Core Learning Standards are met using scaffolding methods. The certified ENL teachers are given pacing calendars by the classroom teachers to plan their instruction and include content information and vocabulary that the ELLs will need in their regular classroom. The ENL teachers use visuals, manipulatives, and videos to customize the display of information that has already been taught or will be taught in their classroom. Picture Dictionaries, Picture word walls and iPads are used to clarify vocabulary; prompts and sentence starters help clarify syntax and structure. The ENL teachers activate prior knowledge by using concept maps and charts they have created together while discussing students' experiences. The ENL teachers use both fiction and nonfiction books and topics during Shared Reading, Guided Reading, and Interactive Writing. The nonfiction books will be chosen based on each grade's unit plans. Skills are explicitly taught to find key ideas and details, identify similarities and differences between two texts, and ask and answer important questions that align with CCSS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our school does not offer TBE or Dual Language programs so we do not evaluate ELLs in their native language throughout the year. For new students we administer the LAB-R in Spanish or conduct an interview with the student and parent and

appropriate interpreter to establish the literacy level in their first language. We also use translanguaging techniques in order to provide a welcoming multilingual ecology and using students' multilingualism as an asset.

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

Ongoing assessments are an integral part of our ENL curriculum. The Fountas and Pinnell Guided Reading Assessment kit is used to individually assess all students' reading levels 4 times a year. Once these are obtained, students are placed in the appropriately leveled guided reading groups. These groups are fluid and change over the course of the school year depending on the strength and weaknesses of the students. Written Performance Tasks including narratives, informational, and opinion pieces are used as writing assessments throughout the year for grades 3-8. In grades K-2, as well as the upper grades, a variety of writing assessments are used including keeping anecdotal records and conferring with student writers. Speaking and Listening assessments are taken throughout the year through anecdotal record keeping and using teacher-created rubrics. Students' self-assessments are also encouraged throughout the year in order for the students to learn to take responsibility for their learning and become motivated learners. The NYSESLAT assessment given at the end of the year is used for grouping and planning purposes for the following year.

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 currently have 0 SIFE students in our ENL program. When there is a SIFE student, they are introduced to basic school routines and structures. The student participates in a stand alone ENL model class that is ungraded, but a homogeneous leveled group of Entering and Emerging level students. The certified ENL teacher sees the student multiple times per week. The certified ENL teacher also makes sure to help the classroom teacher simplify directions for that student. Leveled guided reading texts are used during a readers workshop model that includes a mini lesson, guided reading, and reflective response. Guided reading texts are available in his native language.

b. There are 118 newcomers. The newcomers are put into homogeneous groups where they interact with their peers who speak their native language to lower anxiety. The smaller group allows them to take more risks while practicing English. The ENL teacher uses each grade level's pacing calendar to plan specific topics to cover what the regular class will be studying, many times working on specific projects in the ENL room with the guidance of the certified ENL teacher. More visuals are used and adaptive texts are given where needed. Supplementary materials are selected to help bridge new content to the students' background knowledge. Guided reading groups are leveled homogeneously in the ESL class. Materials used are leveled guided reading books as per Fountas and Pinnell. The students who have been in school for more than 1 year and are qualified to take the ELA test, will be given extra test prep time to become more comfortable with the testing environment and learn what is expected of them. Kindergarten newcomers receive 250 minutes per week from a certified ENL teacher. First through third grade newcomers receive 240 minutes a week. Fourth and Fifth grade newcomers receive 330 minutes a week. Sixth and seventh grade newcomers receive 280 minutes a week. There are no eighth grade newcomers.

c. There are ten students who have been in ENL for 4-6 years. These ELLs are put in ungraded, somewhat homogeneous leveled groups to work on their reading and writing skills, with a focus on explicitly teaching the rules of grammar while still adapting any directions to reduce the linguistic complexity. The ENL teacher helps to scaffold meaning and clarify information. We use both pull-out and push-in for this level of student. The ENL teachers are certified and see these students 120-135 minutes a week.

d. We currently have no Long Term ELLs who have 7 or more years in ESL.

e. Recent former ELLs (passed the NYSESLAT within the last two years) are still given accommodations, such as extra time and small groups, on standardized tests and performance assessments. They are also welcome to join the various after school Title III programs we offer to improve their background knowledge even more.

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.

We currently do not have any re-identified ELL or non-ELLs. When a case arises we examine it on a case by case basis. The ENL team, made up of 3 certified ENL teachers, the Principal, an Assistant Principal, the classroom teacher look at student work and conduct informal student interviews. We also set up a meeting with the guardians of the student in question to discuss the reasoning behind the re-identified ELL or non-ELL status. Parents can also start the process by requesting a meeting with any of the aforementioned pedagogues or administration. The certified ENL teachers (E. B-Berry, K. Patterson, M. Chaston) are responsible for the initial identification of ELL status. The ENL Liaison continues with the case throughout the re-identification process.

Chart 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?

There are 14 ELL-SWDs. The ENL teachers utilize the Universal Design for Learning for ELL-SWDs. This includes using visuals and pictures that trigger schema, graduated scaffolding, embedded prompts to stop and think, checklists, templates, concept maps, and mnemonic strategies when applicable. The ENL teachers work with the classroom teachers in developing this differentiation for ELL-SWDs. Most classes have electronic dictionaries, touch sensitive white board with projectors (similar to Smartboards) and laptops or tablets to facilitate learning.

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 offers Integrated Co-Teaching classes in every grade. ELL-SWDs are integrated with students without learning disabilities, students who are not ELLs but have learning disabilities, and ELLs without disabilities. The ENL teacher pulls-out ELL-SWDs with ELLs without disabilities to provide the least restrictive environment, yet still follow the IEP and maximize learning with the ENL teacher. We pay careful attention to not overlap ENL with related services.

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*
Chart TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

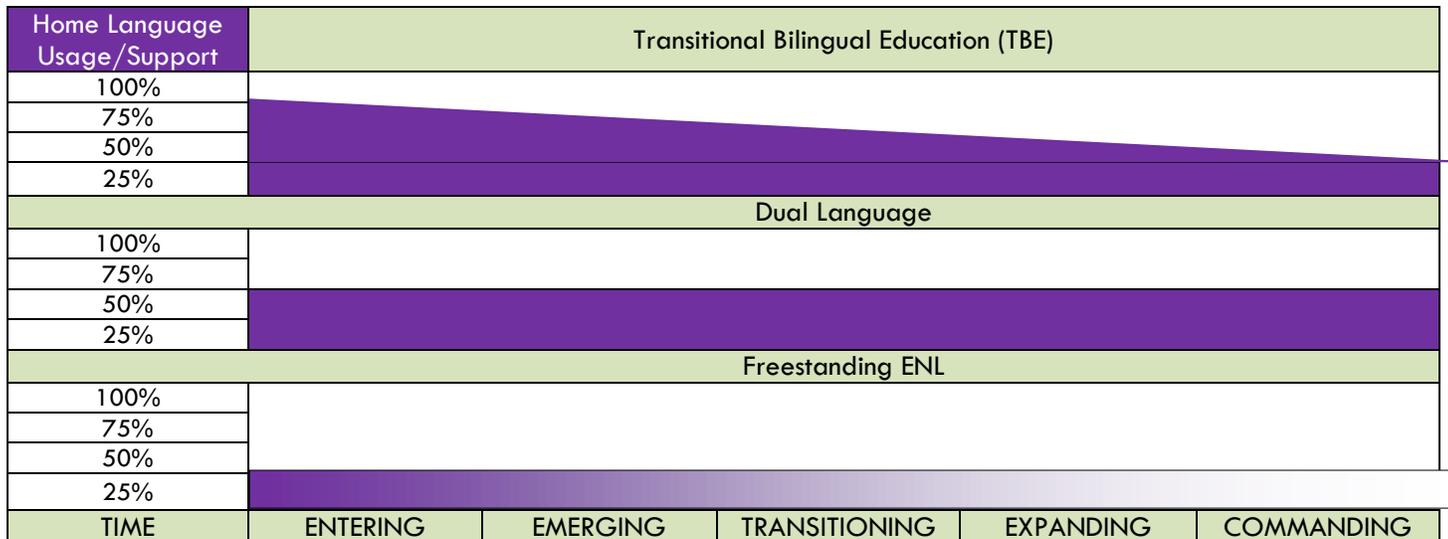


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Response to Intervention (RTI) is used to identify ELLs at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. Targeted interventions for Expanding ELLs include the ENL teacher helping to support the content areas of ELA, Math, Social Studies, and Science. For each ELLs' transitioning needs, the ENL teacher works closely with the mainstream teachers to keep up with the schedule and daily classroom activities. Targeted interventions for math include one on one support during math instruction periods, focusing on word problems and modeling examples of the process. The ENL teacher supports the emerging through transitioning ELLs by utilizing ENL strategies through small group instruction in pull-out classes. The ENL students gain confidence in the format and routines that occur in the mainstream classroom. The continuity helps support ELLs in reaching the Common Core Learning Standards for ELA, Math, Social Studies, and Science. The Expanding group has more independent time to practice the skills and strategies taught both in their mainstream classrooms and in their ENL classes. The flow between the two classroom environments helps the students to bridge from the highly scaffolded ENL environment back to the larger mainstream class environment. Integrated language and content instruction provides opportunities for Beginner ELLs to acquire a new language through the study of the academic disciplines such as Math, Science, History, and Language Arts. The middle school students also receive additional math classes that are beyond the mandated minutes to support those that need the additional support. When needed, determined case by case, students will also receive interventions from the additional support staff such as OT.
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 our current program is evident in the advancement of our students' Fountas and Pinnell reading level assessments that consistently advance each student to a new reading level several times a year. On average students more more than 5 F&P levels a year. 55 ELLs passed the NYSESLAT this past year by scoring at the Commanding level. Previous years have also yielded high levels of passing the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
- We are part of the CUNY NYSIEB (City Universities of New York New York State Initiative on Emergent Bilinguals) in which the school is being introduced to 'translanguaging' techniques to be used in the classrooms throughout the school through a statewide initiative to improve teaching techniques for ELLs. We are receiving support from the CUNY Graduate Center.
13. What programs/services for ELLs will be discontinued and why?
- We have not discontinued any programs or services for ELLs at PS 126/MAT.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students at PS 126/MAT are welcome to join the many after school programs and sports we offer. Announcements are made schoolwide, posters or letters home in multiple languages are displayed or sent home about available programs. Starting in 4th grade there are team sports, both competitive and noncompetitive, for both boys and girls in almost every sport imaginable including bike riding, surfing, soccer, basketball, volleyball, football, wrestling, cheerleading, lacrosse, and cross country. ELLs are also able to attend the 2 after school programs offered by the local YMCA and ISS (Immigration Social Services.) The YMCA program is free and is offered on a first come/first served basis. ISS is available to all families and offers homework help by a certified teacher, which is available at a very affordable price. Many of the teachers and counselors in both programs speak Chinese, the predominate first language at our school. All forms and invitations that are sent home are offered in English, Spanish, and Chinese. Students are not discriminated on ELL status when being considered for school programs.
- Title III funding is used to offer a variety program to all ELLs and former ELLs at our school; chess is offered to all students in grades 1-5, a music program taught by a certified ESL teacher is available to ELLs in grades 3-5 and three certified ENL teachers provide afterschool activities such as cross-country running, Miniprenuers, and an intro to Movie Making.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- All of the ELL subgroups, SIFE, ELL-SWD, newcomers, ELLs with 4-6 years in the ENL program, long term ELLs, and former ELLs, utilize a variety of resources and materials. Leveled guided reading sets of books are offered at all Fountas and Pinnell levels. The ENL teachers have their own sets that are kept in their rooms. There are also many books in both Spanish and Chinese. For the younger students games, puzzles, art projects, and manipulatives are offered to reinforce the language they are learning. The 3 certified ENL teachers use document cameras, projectors, dvds, as well as online websites geared specifically for ELLs in the ENL classroom. The ENL teachers use iPads, laptops, and computers to incorporate technology into their lessons. Many books on tape and cd are available to the students to take home. Our certified ENL teachers have successfully acquired many supplies and equipment from generous donations through Donors Choose. The teachers write their classroom project requests and post on the Donors Choose website. Donors then donate to certain teachers' projects. The ENL team has received an iPad, extra large white board easel, kidney shaped table, a laminating machine, a rug with a map of the United States on it, reams of paper, colored

paper, art supplies, mobile organizers, and so much more all from their Donors Choose projects! Class created bilingual or multilingual materials are created to support English language acquisition.

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

Home Languages are supported, recognized and celebrated by the ENL program. Students are encouraged to share their knowledge of their home language both verbally and in writing when producing work. Students work with each other to support their language needs. At PS 126/MAT we strive to celebrate the native languages and cultures of our student population. Students and families are invited to the annual Dragon Dance performed at the school for the Lunar New Year celebration. ELLs and their families are afforded equal access to all school programs and are invited to all school wide functions. All official school notices are sent home in Chinese and Spanish in addition to English and all students are given the option to participate in after school activities without bias. Many books at all reading levels are available in Chinese and Spanish. Because our school is located in Chinatown, near Chatham Square where there is the Kim Lau Memorial Arch dedicated to the Chinese who died in World War II, many field trips are taken to local Chinese attractions including Confucius Plaza, the Mahayana Buddhist Temple, the largest Buddhist temple in Chinatown, Mosco Street to Mott Street, the oldest Chinese inhabited street in New York City, the famous Doyers Street with a 90 degree turn so straight-flying ghosts can't move through it, and MOCA (Museum of Chinese in America.)

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

All required services support ELLs and resources correspond to ELLs' ages and grade level. In Kindergarten through grade 5, the certified ENL teachers work collaboratively with classroom teachers and other staff to teach challenging academic content to prepare students for middle school and beyond. Using each grade's pacing calendar as a guide, they work with small groups both inside and outside the classroom to provide targeted instruction and support based on individual student needs, ages, and grade levels. Students actively participate in hands-on language rich activities in the classroom that promote academic language development and creativity.

At the secondary level, grades 6-8, the certified ENL teacher teaches the English necessary to demonstrate complex thinking and learning. Through engaging and challenging interactions with teachers and peers, students acquire the English language proficiency skills and content knowledge needed to be ready for high school and college. ENL teachers carefully choose, plan, and adapt activities and topics to be covered throughout the year along with each grade's Pacing Calendar. Teachers provide student instruction in the process of choosing an appropriate text and the students and teacher work together to choose appropriate writing topics in the persuasive, narrative, and comparing/contrasting genres.

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).

During the summer, new students can enroll in one of the summer camps offered at our school through the local YMCA and ISS (Immigration Social Services.) The camps have bilingual counselors who can speak the students' first language. The children get an opportunity to interact with other children who speak their language and learn English from these experiences, as well as meet their future classmates. Throughout the school year, ELLs can join the various Title III afterschool programs the school offers.

19. What language electives are offered to ELLs?

Spanish is a language elective that is offered to ELLs in 7th and 8th grades.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The Professional Development Plan includes the 3 certified ENL teachers attending various workshops and professional development opportunities offered by OELL throughout the year. There is a weekly ENL team meeting during the week where we discuss goals, opportunities, materials, ideas, planning, and any other ESL issues that arise. There are also funds allotted for Professional Development through Title III that includes classroom teachers attending the same workshops as the ENL teachers. Our plan includes attending CUNY NYSIEB cohort 4 professional development which focuses on translanguaging and using students' home language as a resource for learning English a first grade, third grade and sixth grade teacher are also a part of this program. We attended 2 in person professional developments this fall, have 2 webinars this winter and one more in person session in the Spring. The future dates are still TBD.

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?

ESL professional development opportunities that support ELLs in regard to the Common Core Learning Standards are offered through OELL throughout the year. The Title III funded professional development is also used to learn about supporting ELLs as they engage in CCLS. The school has several literacy consultants who come to the school to give workshops with all the teachers, including the ENL teachers. November 23rd a team of CUNY NYSIEB representatives will be providing a PD for the entire staff and provide the staff with ideas on how to improve the schools multilingual ecology and using bilingualism as a resource in the classroom.

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

Since we have a middle school in the same building as our elementary school, almost all of our 5th grade ELLs are accepted to our middle school. The certified ENL teacher meets with the 6th grade teachers to discuss the students, their needs, and any other concerns or questions she may have about the incoming ELLs. The certified middle school ENL teacher also offers ways she can support the students in their middle school classes. The ENL teacher and the school counselor discuss high schools with 8th grade former ELLs. Guidance counselors also help with the transition and go to periodic professional developments throughout the year.

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.

Some classroom teachers are included in the Title III professional development sessions which provide ELL training. Some of the classroom teachers attended a professional development with the CUNY NYSIEB (New York State Initiative on Emergent Bilinguals) team. All staff participates in ongoing professional development sessions on Universal Design for Learning (UDL.) UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. These principles align perfectly with the principles of teaching English as a second language. UDL provides a framework for understanding how to create curricula that meets the needs of all learners from the start and places the burden of adaptation on curricula, not the learner. All teachers, counselors, and staff participate in these UDL workshops that emphasize the importance of eliminating unnecessary barriers without eliminating the necessary challenges. There is ongoing professional development throughout the year that is offered by various staff developers in Reading, Writing, Math and Social Studies.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL department holds an orientation for Newcomers at the start of the year to discuss parent choice options for the three programs the city offers ELLs. With kindergarten, parents are met with a member of the ENL team before or after they come in for their orientation with their home room teacher. Other meetings with parents are as needed and at a time when an interpreter is available. Records of these meetings are via parent sign-in sheets. Goals of the ENL program are also stated at the parent orientation. One on one meetings are also held during registration of new students with the assistance of an interpreter.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ENL teachers frequently participate in grade level field trips that all parents are invited to join. ELL parents often chaperone on these trips. As part of one of our Title III programs, parents are invited on the Explorers' field trips around the city of New York. These parents have accompanied us to museums, an amusement park, and ice skating, just to name a few. Parents of ELLs are also invited to any class performance or special day hosted by the ENL teacher or classroom teacher. Parents attended one of our ENL teacher's performances of "The Grouchy Ladybug" starring only newcomer ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the after school programs YMCA and Immigration Social Services (ISS) to provide workshops and services to parents in their native language. The parent coordinator of our school also plans parent workshops with a translator. All flyers are sent home in the student's home language. The bilingual office staff at our school helps us immensely with communicating with parents who are illiterate in their native language.
5. How do you evaluate the needs of the parents?

The needs of parents are evaluated through our initial home language survey interview, where they state what is their preferred language of both verbal and written communication from the school. The ENL teachers, along with an interpreter when necessary, ask the parent about the language spoken at home and the previous schooling the student has had. This usually prompts the parent to discuss her needs and goals for her child. During the parent orientation that explains the different programs offered in New York City Public Schools, an interpreter is provided and any questions are answered about our ENL program and programs throughout the city. Parents are encouraged to send in notes or call about any concerns they have regarding their child's education. Our parent Coordinator encourages parents to participate in schoolwide events and at grade levels. The Parent Coordinator also does outreach via email, translated letters home and in person during student pick-up and drop-off.

6. How do your parental involvement activities address the needs of the parents? Once we have evaluated the needs of the parents of ELLs, the ENL team plans opportunities for these parents to become more involved with their student's education. Parents are highly encouraged to serve as chaperones on all field trips. Any specific concern a parent has about her child's education is dealt with on an individual basis utilizing all of our resources including translators, interpreters, psychologists, social workers, speech therapists, and the certified ENL teachers at our school.

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: PS 126/ MAT**School DBN: 02M126**

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)
Jacqui Getz	Principal		10/30/15
Carlos Romero	Assistant Principal		10/30/15
	Parent Coordinator		1/1/01
Elyn Ballantyne-Berry	ENL/Bilingual Teacher		10/30/15
	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: **02M126** School Name: **P.S. 126 Jacob Riis/MAT**
Superintendent: **Bonnie Laboy**

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.learnndoe.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 school's written translation and oral interpretation needs are determined through ATS, emergency cards as well as Home Language Identification Survey. During enrollment, one of the school's aides, along with a pedagogue, will assist and guide parents in completing all the necessary documents. Similarly, if a child is transferring from a different school, the office staff will look through the student's cumulative folder to ensure all documentations are present. In addition, most of our school's aides are bilingual speakers who can provide assistance in written translation and oral interpretation for non-English speaking parents.

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.

Parents' preferred languages for both written and oral communication are English, Chinese and Spanish. Among the Chinese oral languages are Mandarin, Cantonese, Taishenese, and Fukeinese.

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.)

At P.S. 126/MAT we translate all school-wide notifications and letters in Chinese and Spanish. The weekly newsletter is translated so that families know what is going on in the school. After-school program information is disseminated the first few weeks of school and is translated. Testing and parent-teacher conference announcements are distributed three weeks before they occur with a reminder in the translated family letter that goes out weekly to families. The documents that are required to be sent home to parents such as ELL entitlement and non-entitlement forms are pre-translated by the Department of Education (DOE) and are therefore used.

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.

The face-to-face meetings that our school has with parents and families are Parent-Teacher Conferences (twice a year scheduled by the city), curriculum night (within the first month of the year), Family Fridays (monthly), and Coffee Chats with Principal and Assistant Principal by grade (every 6-8 weeks). Attendance teacher speaks/ meets with families as needed; guidance counselor calls families in regards to students socio-emotional wellbeing.

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.

The translation needs as indicated in Part B are met in-house. We have staff that translate from English to Chinese and Spanish. The family letters are translated weekly. The school uses the translated documents from the DOE when they are provided.

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.

The interpretation needs as indicated in Part B are met mostly in house by school staff, such as Family Fridays, and Coffee Talks. We use the help of an outside vendor for interpretation purposes during parent-teacher conferences on site. The school has allocated a budget where we can provide language services from outside vendor when needed.

Part D: Training Staff on Policies and Procedures

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

The school will ensure that the staff members are aware of how to use translation services and over-the-phone- interpretation services through a schoolwide staff professional development session. At which time the T&I brochure and Language Palm Card will be distributed.

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

By using the resources in the Language Access Kit we will place a Welcome Poster at the main entrance of the school. The Language ID Guide will be placed at the security desk and main office. Additionally, copies of the Parents' Bill of Rights and Parents' Guide to Language Access will be sent home with all students.

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)

Feedback from parents on the quality and availability of services is gathered as Parent Association meetings and by the Parent Coordinator.