

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

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

**06M128**

**School Name:**

**P.S. 128 AUDUBON**

**Principal:**

**ROSA ARGELIA ARREDONDO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Audubon School School Number (DBN): 06M128  
Grades Served: Pre-K - 5<sup>th</sup> Grades  
School Address: 560 West 169<sup>th</sup> Street, New York, NY 10032  
Phone Number: 212-927-0607 Fax: 212-781-8002  
School Contact Person: Rosa Argelia Arredondo Email Address: RArredo@schools.nyc.gov  
Principal: Rosa Argelia Arredondo  
UFT Chapter Leader: Rita Carstens-Hall  
Parents' Association President: Elisabeth Pesantez and Maria Figueroa  
SLT Chairperson: Rita Carstens-Hall  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Alexandra Sanchez  
Student Representative(s): N/A

**District Information**

District: Manhattan- 06 Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway, New York, NY 10032  
Superintendent's Email Address: MRamirez@schools.nyc.gov  
Phone Number: 917-529-3757 Fax: 917-521-3797

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, NY, NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 212-356-7564 Fax: 212-356-7546

## 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)
Rosa Argelia Arredondo	*Principal or Designee	
Rita Carstens-Hall	*UFT Chapter Leader or Designee	
Elisabeth Pesantez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Suzanne Egan	Member/ Cluster and Grade 5	
Alicia Betancourt	Member/ Pre-K to Grade 1	
Idalia Machuca	Member/ 2nd to 4th Grades	
Yolanda Encarnacion	Member/ Paraprofessionals	
Solangel Pimentel	Member/ Out of Classroom	
Lucia Bravo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alberto Ambesi	Member/ Parent	
Norma Reynoso	Member/ Parent	
Patricia Villareal	Member/ Parent	
Emmy Compres	Member/ Parent	
Reyna Guzman	Member/ Parent	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### **Section 4: CEP Overview**

Develop a narrative summary that includes:

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

**PS 128M's vision is to educate the whole child while instilling a passion for lifelong learning. We believe that all students have the immense capacity to achieve high standards in academic excellence and to flourish into responsible and resourceful citizens.**

**The PS 128M learning community, consisting of the staff, parents and community based organizations, work collaboratively to create a safe and nurturing child-centered environment in which students' cultural experiences, physical, social and emotional development are integrated with the educational process. We provide students with all available tools and resources to foster critical thinking skills in order to empower them to be contributing, responsible future citizens of their communities, as well as, be able to compete in the changing global economy.**

PS 128M strives for academic excellence and to ensure high quality instruction for all students, especially our English Language Learners (ELLs) and Students with Disabilities (SWD). Clear expectations and academic rigor, aligned to the Common Core Learning Standards is pivotal in all instructional plans, including a balanced literacy program, a Math Action Plan that includes manipulative materials, games, and data driven small group activities. This includes problem solving processes and application of mathematical concepts to real life situations. Students are also provided with supplemental instruction as part of intervention, based on data analysis. Instructional plans also include the integration of writing, Social Studies and Science, as well as technology. Diagnostic prescriptive instruction based on data analysis is provided to meet our students' needs. All mainstream curriculum and programs are paralleled in Bilingual and Special Education classes. Moreover, all instructional plans are modified throughout the school year based on students' needs and data analysis.

The School Leadership Team (SLT) consisting of representatives from each constituency, provides guidance and participates in the decision making process. In addition to the SLT, PS 128 has several teams that contribute to instructional plans, assessment decisions, and various other programs/events that impact students, families and staff. This includes, but is not limited to, horizontal and vertical Teacher Teams, the Cabinet, the Professional Development (PD) Team, the MOSL Team, the Child Study Team (CST), the SIT Team, just to name a few. Each team includes representation from different school cohorts such as special education, ELLs, grade leaders, and content specification. Parent outreach focuses on family literacy, parenting skills, parent leadership and enhancing their knowledge of community resources. The parent coordinator facilitates all parental involvement components that include participating in the SLT, school events/programs, Parents' Association activities and meetings, the school volunteer program, weekly workshops, school committees as well as adult education classes. There are weekly parent workshops based on a needs' assessment, in addition to those presented by individual grades and/or teachers. The Principal also meets regularly with the Parents Association Executive Board in a continuous effort to keep them informed and obtain their ideas.

One of the elements of the Framework in which we made some improvement is Rigorous Instruction. In order to better serve our students and address their needs, we revamped the English Language Arts (ELA) and Math curriculum. Rather than following the ReadyGen and GoMath as indicated, we have modified the structure, the time, components and resources. Specifically, for ELA, we understood that our students need more support in order to manipulate and comprehend the text as part of this program. Hence, our ELA Plan includes differentiation, guided instruction, independent leveled texts, and vocabulary work, as well as phonemic and phonics activities for the lower grades and/or as needed. Similarly, our Math Plan includes differentiation, guided practice, more hands on activities and additional math time. Our Media Center was also evidence of more rigorous work. Students were able to research topics and create different forms of presentations via slide shows, photo essays, etc. The Media Club engaged in Robotics and Coding as part of their program. While we made some progress, we will continue to improve current practices and add new experiences. Thus, for the 2015-2016 we will revise both the ELA and Math Plans to include additional resources that can better support our children. We are also revising our Writing Instructional Plan to include more genres and grammar conventions. Finally, in an effort to integrate academic subjects, we have connected with Columbia University to develop an integrated curriculum with a STEAM focus.

PS 128M has and continues to be focused on providing each child with optimal learning opportunities in order for them to become future contributing citizens. More importantly, we emphasize on creating a warm and motivating culture for all students, staff and parents. This goal will be attained by our dedicated professionals through ongoing collaboration.

### 06M128 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	627	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.4%	% Attendance Rate		92.0%
% Free Lunch	90.7%	% Reduced Lunch		3.7%
% Limited English Proficient	34.0%	% Students with Disabilities		16.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		3.0%
% Hispanic or Latino	96.4%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.16	# 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)	N/A	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.6%	Mathematics Performance at levels 3 & 4		22.2%
Science Performance at levels 3 & 4 (4th Grade)	90.7%	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		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
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.

An analysis of the Ready NY ELA Baseline Writing Assessments indicates that a majority of students in grades 3-5 struggle in their ability to use text-based evidence in their writing to support their opinions and claims. Students need to improve upon citing evidence from the text to support their claims/inferences. Further analysis reveals that students are also unable to sufficiently comprehend complex text which hinders their ability to write text-based written responses. As a result, a need to modify our ELA instructional plan and curriculum maps was identified to provide focus on grade level standards.

**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, 5% of the students in grades 3-5 will improve in their ability to write and support a claim and/or point of view effectively, when using different sources and genres, including those that focus on informational and opinion writing, as measured by grade level writing rubrics.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>ELA curriculum units will be adjusted to prioritize instructional shifts, CCLS, long/short term goals and rigorous</p>	<p>Teachers</p>	<p>November, February,</p>	<p>Coaches &amp; Lead Teachers</p>

writing tasks, published quarterly. Curriculum units will include differentiated tasks in order to ensure entry points for all learners.	Students	March and May	
Teachers in grades 3-5, will analyze data from various assessments and revise instruction based on student needs.	Teachers and students in Grades 3-5	October, February, April	Coaches , Testing/Data Specialist, and Lead Teachers
Teachers will review and revise text selections within a unit during CPLC to ensure the use of varied texts, leveled genres, as well as complex texts that will build students' knowledge and support higher level writing responses	Students; Teachers	September - June	Coaches and Lead Teachers
One of the cluster teachers will focus her instruction on writing responses based on varied texts (Fiction & Non-fiction)	Students K - 5	September - June	Cluster Teacher
During Data Inquiry CPLC meeting teachers will analyze quarterly writing tasks. Data analysis will include establishing baselines for each student. The cycle of data analysis will include progress monitoring for middle of the year and end of the year for growth and challenges.	Students K-5, All teachers	November, February, March and May	Coaches, Lead Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Quarterly Published Writing Tasks Beginning of Year (October); Mid-Year Benchmark (February); Progress Monitoring (March); End of Year (May).
Grades 3-5: Ready NY ELA , Constructive Responses. Beginning of Year (October); Mid-Year Benchmark (February), End of Year (April)
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

An analysis of the End of the year Math Performance Based Assessments for students in grades Kindergarten through second grade show, on average, students scored a level 2 or less on word problems. Students not performing on grade level standards include 47.48% of students in kindergarten, 41.58% of students in first, and 56.52% of second grade students. Furthermore, a comparison analysis of the 2014 and 2015 New York Mathematics Assessment Cut Scores indicates an overall decrease of students from grades 3-5 by 0.55%. In grade three, students who met promotional criteria decreased by 7.05%, while in fourth grade a 6.15% of students increased. In fifth grade, students decreased by 3.57% in meeting promotional criteria.

**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, at least 10% of students in grades Kindergarten to 5 will increase in the area of solving word problems, as measured by the EnVision (K-2), GoMath (3-5, Bilingual), and Ready NY (3-5) Math problem solving assessments.

**Part 3 – Action Plan**

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

Beginning of the Year Problem Solving Assessments will be administered to establish baselines in order to plan appropriate instruction. K-2 students will take the Envisions Cumulative Benchmark Assessment; Bilingual classes, 3-5 will take the GoMath Mid-year Benchmark Assessment; monolingual students in grades 3-5 will take the Ready NY Baseline Assessment.	All Students (K-5)	October 9-14, 2015	Math Instructional Coach, Data Coach, Classroom Teachers
The Administrative team will conduct a learning walk at the beginning of the school year, to evaluate resources available and needed to support problem solving skills, i.e., manipulatives, rulers, number charts, graphs, etc.	All teachers	September 2015	Administration, Instructional Coaches
Daily math instruction will include at least one opportunity to engage in tasks solving word problem.	All Teachers	September – June 2016	Math Coach and Administration
Middle of the Year Problem Solving Assessments will be administered to monitor progress in solving word problems: Students in grades 3, 4 and 5 will take the Ready NY; Bilingual students in grade 3-5 will take the GoMath Benchmark assessment; K-2 students will take the Envisions Cumulative Benchmark Assessment.	All Students (K-5)	February 8-10, 2016	Math Instructional Coach, Data Coach, Classroom Teachers
End of the Year assessments will be administered to determine student progress: Students in grades 3- 5 will take the Ready NY; Bilingual students in grade 3-5 will take the GoMath Benchmark assessment; K-2 students will take the Envisions Cumulative Assessment.	All students, K-5	April-May 2016	Math Coach, Classroom Teachers

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

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Assessments will be administered at the beginning of the year, middle of the year, and end of the year, as follows: <ul style="list-style-type: none"> <li>• K-2 : Envisions Cumulative Assessments</li> <li>• 3-5: Ready NY Assessments</li> <li>• 3-5: GoMath Benchmark Assessments</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

**Section 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.

An analysis of the Summary of the MOTP, as well as the baseline assessments, MOSL, indicates that teachers need to continue to improve planning coherent instruction with questions that promote critical thinking, and that foster discussions to engage all students, especially English Language Learners (ELLs) and Students with Disabilities (SWDs).

#### Data Trends

- Teachers will continue to align curricula reflective of a coherent set of beliefs about student learning that is informed by the Danielson Framework for Teaching and the Instructional Shifts.
- Teachers must continue to provide multiple entry points into the curricula.
- Teachers must continue to develop critical thinking in students.
- Teachers must continue to improve student engagement across all levels

### Part 2 – Annual Goal

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

By June 2016, 100% of teachers will participate in Collaborative Professional Learning Communities (CPLC), to continue deepening their knowledge of Danielson’s Framework for Teaching and the Common Core Learning Standards (CCLS). Doing so perpetuates the teachers’ ability to design coherent instruction, emphasizing the development and use of higher order questioning and discussion techniques across all content areas, as evidenced by MOTP, administration observations, lesson plans and inter-classroom visitations.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>During the Individual Planning Conferences (IPCS) at the beginning of the school year, supervisors will review the previous school year’s MOSL, comparing the beginning of the year (BOY) and end of the year (EOY) results with each teacher. This data will be used to help outline academic goals and action plans for teacher development.</p>	<p>Teachers</p>	<p>September-October</p>	<p>Supervisors , Instructional Coaches, Lead Teachers, Teachers</p>
<p>Teachers will be encouraged to set professional goals based on their MOTP and school instructional goal/foci. They will create targeted learning goals to ensure that students are engaged in creative and critical thinking opportunities through questioning, student-centered and discussions, as well as reflective practices</p>	<p>Teachers</p>	<p>September - June</p>	<p>Supervisors and Teachers</p>
<p>A school expectation will be established that requires at least three varied leveled questions included as part of unit/lesson planning. .</p>	<p>Students</p>	<p>September-October</p>	<p>Supervisors , Instructional Coaches, Lead Teachers, Teachers</p>
<p>In addition to establishing Teacher Individual Plans (TIPs) with teachers who received a “Developing” Rating, the administration will develop Individualized Support Plans (ISP) for struggling and/or new teachers. The ISP s will be created with teacher input and based on the MOSL and MOTP analysis.</p>	<p>Teachers</p>	<p>September-October</p>	<p>Supervisors and Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016 teachers will meet during CPLC for data talks to analyze and assess student performance data to evaluate the effectiveness of their teaching and make more informed instructional decisions. MOY IPC meetings will be scheduled to monitor progress.

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

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

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

**Part 1 – Needs Assessment**

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

An analysis of the 2014-2015 MOTP indicates that supervisors need to provide more frequent and specific feedback in order to better support teaching and learning. We also need to ensure better calibration when providing feedback.

**Part 2 – Annual Goal**

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

By June 2016, all supervisors will provide teachers with specific and timely feedback at least four times during the school year, in order to improve teaching practices as measured by the Danielson Framework. .

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Supervisors will review June 2015 MOTP and MOSL for each teacher, in order to better support teachers in setting goals during the IPC meetings</p>	<p>All teachers</p>	<p>September 8 – October 30, 2015</p>	<p>Administration</p>

Supervisors will establish teacher individual support development plans (ISP), if needed	All teachers	September 8 – October 30, 2015	Administration
Supervisors will give verbal and/or written feedback within 5 days of each observation to support teacher’s progress.	All teachers	September to June	Administration
Professional Development sessions will be planned and implemented based on IPC goals and ISP	Individual Teachers	October - June	Coaches, Lead Teachers, Administration
During the MOY IPC, supervisors will review teachers’ progress and modify goals and next steps if necessary.	All Teachers	January - February	Administration
EOY IPCs will include a review of MOTP and all available data to determine if individual goals were met.	All Teachers	May- June	Administration
Supervisors will engage in calibration exercise to ensure equitable feedback clearly aligned to the Danielson Rubric.	Supervisors	October - December	Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Supervisors will engage in formative learning walks at the beginning of the school year, middle of the year and end of the year. Monthly supervisory meetings will include a review of all teacher observations; common trends and/or concerns be addressed through targeted professional development. Individual BOY, MOY and EOY progress meetings will be scheduled with teachers to monitor progress.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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.

Educational research shows a positive correlation between effective parental involvement and student achievement. PS 128 has an extensive parental involvement component. In addition to having parent representation as part of the SLT, the principal meets regularly with the Parent Association Executive Board to share information and engage them in the decision making process. The school also has weekly parent workshops on varied topics based on a needs assessment. Similarly parents are encouraged to participate in all school events. However, an analysis of parent Surveys shows that many parents are unable to attend parent events due to job constraints and/or are not clear of how to become more involved.

### Part 2 – Annual Goal

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

By June 2016, there will be an increase of 10% parent participation in monthly parent meetings as well as weekly workshops, as evidenced in Attendance Sheets.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Principal will continue to meet with the PA Executive Board biweekly.</p>	<p>Parents and Guardians</p>	<p>September – June</p>	<p>Principal School Staff Parent Coordinator PA</p>
<p>Simultaneous translations will be available for Non-English speaking parents during all events/meetings</p>	<p>Parents and Guardians</p>	<p>September - June</p>	<p>Parent Coordinator</p>
<p>The Parent Handbook with dates for all workshops and meetings will be provided to all parents.</p>	<p>Parents and Guardians</p>	<p>September - June</p>	<p>Parent Coordinator</p>
<p>The PA Executive Board will conduct a needs assessment to prioritize topics and preferred times for workshops.</p>	<p>Parents and Guardians</p>	<p>September and January</p>	<p>Parents' Association</p>
<p>The PA will alternate monthly meetings between mornings and evenings.</p>	<p>Parents and Guardians</p>	<p>September - June</p>	<p>Parents' Association</p>
<p>Additional activities will be added for the school year that promote family participation, such as Family Fun Day, Career Day, etc.</p>	<p>Parents and Guardians</p>	<p>October - May</p>	<p>Parents Association, Parent Coordinator, Administration, Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diem substitutes for professional development participation.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, we will re-evaluate parent participation as evidenced in agendas, reflections, Attendance Sheets.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Beginning of Year F & P Class Profile sheets	<ul style="list-style-type: none"> <li>θ Interactive Writing</li> <li>θ Guided Reading</li> <li>θ Literacy Games</li> <li>θ Reading is Enlightening (RIE)</li> <li>θ ELL Academy – 2<sup>nd</sup> to 5<sup>th</sup> Grades</li> <li>θ Small group instruction</li> <li>θ 3<sup>rd</sup> Grade Clinic</li> <li>θ 5<sup>th</sup> Grade AIS Cluster</li> <li>θ Varied resources</li> </ul> Words Their Way; Wilson; Voyager Passport, , Reading Rescue and the F&P Leveled Literacy Intervention ( Computerized resources, such as Compass Learning Odyssey (CLO), Imagine Learning, etc.	<ul style="list-style-type: none"> <li>θ Differentiation of ELA tasks as part of the ELA block</li> <li>θ Diagnostic prescriptive instruction for targeted students in small groups of four to six</li> <li>θ RIE- additional push-in support as part of the ELA for 3<sup>rd</sup> to 5<sup>th</sup> grades</li> <li>θ ELL Academy - supplemental after school support to develop language for ELLs, in groups of 10-12</li> </ul> One to one tutoring for targeted students, twice a week	<ul style="list-style-type: none"> <li>θ AIS – four to five times a week for 30 minutes</li> <li>θ RIE five days a week for 45 minutes</li> <li>θ ELL Academy two hour sessions, twice a week</li> <li>θ 3<sup>rd</sup> Grade Clinic – twice a week</li> <li>θ 5<sup>th</sup> Grade AIS – twice a week</li> </ul>
<b>Mathematics</b>	Beginning of the Year – envision Baseline Assessment Class profile sheets	<ul style="list-style-type: none"> <li>θ Guided Math groups</li> <li>θ Weekly Math Challenges – for 3<sup>rd</sup> through 5<sup>th</sup> grades</li> <li>θ Math Games</li> <li>θ 3<sup>rd</sup> Grade Clinic</li> <li>θ 5<sup>th</sup> Grade AIS Cluster</li> <li>θ Supplemental resources, i.e.,</li> </ul>	<ul style="list-style-type: none"> <li>θ Differentiation of math tasks as part of instructional block</li> <li>θ One additional period of math per week</li> <li>θ Math games – small groups, differentiated</li> </ul>	<ul style="list-style-type: none"> <li>θ Math games – 30 to 40 minutes per week</li> <li>θ Math Science Technology (MST) Fair allows for real life application</li> <li>θ 3<sup>rd</sup> Grade Clinic – twice a week</li> <li>5<sup>th</sup> Grade – twice a week</li> </ul>

		GoMath, Eureka Math Computerized resources, such as CLO and Imagine Learning	Long-term projects to foster/reinforce math concepts	
<b>Science</b>	Beginning of the Year Teacher made assessments	<ul style="list-style-type: none"> <li>θ Field trips aligned to standards and concepts</li> <li>θ CLO supplemental instruction</li> <li>θ Imagine Learning English used to support Science</li> <li>θ Extended activities are integrated into the daily instructional plan</li> <li>θ Classroom leveled libraries support curriculum units</li> <li>θ Media Club</li> </ul> Science Textbooks are aligned to standard based instruction	<ul style="list-style-type: none"> <li>θ CLO – individualized learning paths</li> <li>θ Imagine Learning – individual</li> </ul> Media Club – one to two times per week	<ul style="list-style-type: none"> <li>θ Weekly 100 minute Science block to secure hands-on science experiments</li> <li>θ Opportunities for real life science exploration through field trips</li> <li>θ Math Science Technology (MST) Fair – real life application</li> </ul> Media Club – twice a week
<b>Social Studies</b>	Beginning of the Year Teacher made assessments	<ul style="list-style-type: none"> <li>θ Classroom libraries support curriculum units</li> <li>θ CLO supplemental instruction</li> <li>θ Imagine Learning English</li> <li>θ Multicultural Fair</li> </ul> Monthly celebrations aligned to units	<ul style="list-style-type: none"> <li>θ CLO program – individual</li> <li>θ Imagined Learning – individual</li> </ul> Small group – Multicultural Fair and events	<ul style="list-style-type: none"> <li>θ 100 minutes Weekly S.S. block</li> <li>θ Opportunities for real life S.S. exploration through field trips</li> <li>θ Multicultural Fair</li> </ul> Monthly celebrations – real life application
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	θ Child Study Team meets bi-monthly to review and determine services for At-risk students based on teachers	<ul style="list-style-type: none"> <li>θ Child Study Team (CST)</li> <li>θ On-Site Full time Columbia Presbyterian Clinician</li> <li>θ Mandated Counseling</li> </ul>	<ul style="list-style-type: none"> <li>θ Individual and group counseling by school counselors</li> <li>θ Family counseling and individual therapy by Community Based</li> </ul>	Support is provided on an individual and/or group basis, during the day, after school and/or off-site depending on the program and the family’s availability

	<p>recommendation and student data</p>	<ul style="list-style-type: none"> <li>θ Crisis, At-Risk and Preventive counseling</li> <li>θ Adopt-a - Student</li> <li>θ Alianza Dominicana</li> <li>θ Washington Heights Coalition</li> <li>Harlem Services</li> </ul>	<ul style="list-style-type: none"> <li>Organization Partnerships</li> <li>θ Preventive Strategies via Weekly Parent Workshops</li> <li>Individual support to students through new initiative: Adopt-a-Student</li> </ul>	
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS 128 uses various strategies and activities to recruit, retain and assign highly qualified teachers, resulting in a low turnover rate. To fill vacancies, we use the Teacher Finder and Open Market. The principal also reaches out to other principals, as well as the Human Resource director of the school's CFN for recommendations. Interviews for potential teachers are conducted by the principal and at least one assistant principal. Candidates are asked to bring their portfolio, letters of recommendation, sample lesson plans as well as copies of all licenses and degrees. Finally, candidates can be expected to model a lesson and/or a part of a lesson.

#### 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>PS 128 has an extensive and diversified teacher development system to support all teachers, especially new hires. In addition to the mandated one year of official mentoring, new teachers are immediately attached to a buddy for additional support and unofficial mentoring. The following system is utilized for all staff members regardless of the years they have been teaching:</p> <ul style="list-style-type: none"> <li>θ Differentiated professional development sessions are provided based on school goals, NYSED and DOE expectations, as well as staff needs.</li> <li>θ The school wide Teacher Development plan is a living document, constantly modified throughout the school year, based on supervisory observations, coaches' viewing of instruction and the teachers' goals as part of the ADVANCE Evaluation system.</li> <li>θ The Teacher Individual Support Plan (ISP) triangulates teachers based on their performance and progress, in order to address common individual needs, while fostering peer coaching.</li> <li>θ Supervisors use the ISP as a tool to set future goals for PD sessions, and develop action plans to improve teachers' effectiveness on an individual basis.</li> <li>θ As part of the ISP, teachers in need of improvement will have customized development plans with goals and specific next steps.</li> <li>θ Coaches will be assigned to support teachers based on the customized ISPs.</li> <li>θ The ISP will continue to be re-evaluated and aligned to the Framework after each evaluation period.</li> <li>θ Structured schedules facilitate weekly CPL sessions that allow teachers to engage in the inquiry process around student work and plan coherent instruction as measured by the Danielson Framework.</li> </ul>

The CPLC Team meets at least four times during the school year to review and modify professional development goals and next steps.

### **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.).

The transition plan for all incoming students, especially preschool children begins with a Welcome Orientation for the parents on the first day of school. At that time we distribute the Parent Handbook and literature about supporting early childhood learners at home. Approximately for the first two weeks of school, parents are invited to remain in the classroom with the students to ensure that the children are comfortable in their new learning environment. Around the end of the September, we host another Parent Orientation for all grades, including Pre-K and kindergarten. During this session parents are provided with the expectations students must accomplish by the end of the school year, as well as specific teacher requirements. The Pre-K DOE social worker provides weekly support to classes and/or students and their families on a case by case basis. She also presents monthly workshops for Pre-K parents. Likewise, parents of our pre-K and Kindergarten students are invited to all weekly parent workshops, especially those designed for the early childhood learners. Pre-K and Kindergarten students participate in all school wide events and are part of our regular cluster programs. Toward the end each school year, we begin to transition the pre-K students into some of the school's regular routines, i.e. the cafeteria.

#### **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.

All decisions regarding the selection of assessments are made in conjunction with the teachers' input, and with the MOSL Team's recommendations. Assessment options are reviewed by the MOSL Team and presented as part of the SLT that contains representatives of all stakeholders. In turn, they contribute to decisions by sharing the opinions and choices of their constituents. Teachers also have an opportunity to discuss and weigh in assessment options during their secured CPL sessions. Similarly, the administration shares assessment options with the CPL Team as part of planning for professional development. Finally, the MOSL Committee evaluates the assessment options and makes

recommendations to the Principal for each grade and cohort of teacher; the principal then either agrees with and/or declines their recommendation.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	350,931.00	X	Section 5, Goals A-E, Parts 4 A and B
Title II, Part A	Federal	300,486.00		Section 5, Goals A-E, Parts 4 A and B
Title III, Part A	Federal	22,916.00		Section 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,954,784.00	X	Section 5, Goals A-E, Parts 4 A and B

#### <sup>1</sup>Explanation/Background:

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

---

### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS128M]**, 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. **[PS128M]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

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

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

**[PS128M]** , 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:**

s Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

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

**III. Student Responsibilities:**

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

**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>Audobon</u>	DBN: <u>06M128</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>2</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: \_

P.S. 128 M. will offer our English Language Learners (ELLs) in grades 2 through 5, a supplemental after school program which will concentrate on the development of all strands of language acquisition which includes: listening, speaking, reading and writing. The After School Title III LEP Supplemental Program will provide staff an opportunity to meet individual student needs on a small group setting through a diagnostic-prescriptive approach. The ELL supplemental program will target approximately 60 students at the Beginning, Intermediate, and Advanced levels of proficiency as determined by the NYSESLAT. In addition, this program will also include SIFE students in grades 4-5, as well as some SWDELL students. Groups will be comprised of 10-12 ELL students. The ELL program will meet two days a week, Monday and Wednesday for two hours each day for 13 weeks during January through March. Teachers will provide instruction in the areas of literacy and math in order to ensure higher academic achievement and College and Career readiness.

- The goal of the program is to support our ELLs in grades 2-5 in becoming competent writers and thinkers. Instruction will focus on reading comprehension, vocabulary development, critical thinking and content area writing. Through the writing component, the students will learn to write in every Common Core genre: informative, narrative and opinion. The students will also apply research and writing skills to real-world writing assignments, such as writing articles for the IndyKids Newspaper. Also, Math word problems will be used to enhance academic vocabulary. In addition, the After School Title III LEP Supplemental Program will have 1 art teacher working collaboratively to promote writing and math through art.

- Students' progress will be assessed through writing pieces, ELA and Math Performance Based Assessments, rubrics and teacher made tests.

- There will be materials purchased to support the implementation of the program. We will purchase the NY Ready Writing program, which is designed to provide explicit instruction with a focus on writing about reading in content area themes. The NY Ready Writing program covers Reading Informational Text and Literature Standards, as well as, the Writing and Language Standards.

Four certified Bilingual and/or ESL teachers with a minimum of three years experience, 1 Common Branch-Media teacher, and 1 Art teacher will provide instruction. The art teacher will rotate amongst the four groups; one hour per group, per week. This will ensure all four groups to have equal opportunity to synthesize math word problems via art. Similarly, the Common Branch-Media teacher will also push into each of the four groups, one hour per group, per week. The role of the Media teacher is to support the students in practicing and implementing research-based writing.

- Due to budgetary reasons, The Title III LEP Supplemental Program will be the only after school program running in the school. Therefore, Title III funds will be used to pay for one Assistant Principal to supervise the program.

### Part C: Professional Development

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

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

Begin description here: \_

Research indicates that Professional Development (PD) is the key to improve student achievement. The Assistant Principal along with the ELA and Math Coach will offer a comprehensive Professional Development (PD) program to support the 6 teachers participating in the Title III Supplemental After School Program, as well as the Bilingual and ESL teachers in our school. The professional development program will address the needs of our new and experienced staff in order to align best teaching practices for ELLs with research based findings on language acquisition. The PD program will be scheduled once per month, for 1 hour during the months of December through June. The PD topics will include: Unpacking the Common Core Learning Standards (CCLS); Learning Targets aligned to the CCLS; Creating Rigorous Tasks for ELLs; and Scaffolded Questions to Promote Discussion. Experienced teachers will be assessed for their strength and weaknesses based on observations, questionnaires, classroom walkthroughs and supervisory input. During these professional development sessions, the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes, will be emphasized. Teaching strategies will also include activities and techniques to develop oral language and vocabulary, as well as reading and writing skills. Best practices in second language instruction will be modeled, analyzed and implemented in the classroom setting. In addition, non-ESL/Bilingual certified teachers will have the opportunity to attend workshop sessions offered by the Department of English Language Learners and Student Support to enhance their pedagogical skills. Title III funds will be utilized to cover the cost for per diem to facilitate coverage of teachers attending these workshops.

### 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: \_

The Assistant Principal will provide 4, one hour session, parent workshops that address the academic, social and emotional needs of the ELL students. All parents of ELL students will be invited and encouraged to attend these workshops. The parent workshop topics are aligned with the Title III program. These workshops will focus on developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, activities to increase the listening, speaking, reading and writing, and creating games to increase mathematical concepts and fluency. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. During these workshops, refreshments will be provided.

Since 99% of our ELL parents are Spanish speakers, 25 parents of students participating in the Title III supplemental program will be invited to attend 2 cultural trips to El Repertorio Español to enhance their experiences. EL Repertorio Español, a DOE approved vendor, offers plays in Spanish that are relevant to the experience of Latinos, such as the challenges and misconceptions about the Spanish language,

**Part D: Parental Engagement Activities**

culture and traditions. We expect that these plays help reinforce cultural pride, and instill the love for the arts and theater. The cost of the trips will include an approximate amount of \$2,000.00 for admission and transportation.

Through the use of flyers and letters, as well as via the school website, the parents will be informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed during meetings and special workshops. These notifications will be provided in English and Spanish.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>128</b>
School Name <b>The Audubon School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Rosa Argelia Arredondo</b>	Assistant Principal <b>Cary Pantaleon</b>
Coach <b>Heriberta Osoria, ELA/ELL</b>	Coach <b>S. Capella, Data Specialist</b>
ENL (English as a New Language)/Bilingual Teacher <b>Pat Vaccaro, ESL</b>	School Counselor <b>Lolita Bitanga</b>
Teacher/Subject Area <b>Teresa Santiago, ENL</b>	Parent <b>Elisabeth Pesantez</b>
Teacher/Subject Area <b>Michelle Navarro, Bilingual</b>	Parent Coordinator <b>Alexandra Sanchez</b>
Related-Service Provider <b>Fatima Saab</b>	Borough Field Support Center Staff Member <b>Shari Mitchell</b>
Superintendent <b>Manuel Ramirez</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>11</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>555</b>	Total number of ELLs	<b>174</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	174	<b>Newcomers</b> (ELLs receiving service 0-3 years)	165	<b>ELL Students with Disabilities</b>	37
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	103	1	21	4	0	4	0	0	0	0
<b>DL</b>	17	0	2	0	0	0	0	0	0	0
<b>ENL</b>	45	0	8	5	0	2	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE SP	0	0	18	24	27	22								0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE SP	24	26	28	20															0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages):  
35

Number of students who speak three or more languages: 2

### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	10	8	9	11	2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	7	4	2	9	8	6								0
<b>Emerging</b> (Low Intermediate)	3	9	4	6	0	0								0
<b>Transitioning</b> (High Intermediate)	4	6	2	11	3	1								0
<b>Expanding</b> (Advanced)	7	14	21	12	11	10								0
<b>Commanding</b> (Proficient)	0	3	6	3	9	9								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	31	4	1	0	0
4	18	6	2	0	0
5	21	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	16	10	5	5	0	0	0	0	0
4	1	14	7	5	4	0	0	0	0
5	5	10	3	7	1	2	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	3	0	2	2	11	5	7	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)	6	11	22	8				
Chinese Reading Test	0	0	0	0				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Paste response to questions here:  
 The following assessment tool: ECLAS2, EL SOL, Fountas and Pinnell (English and Spanish), Estrellita, Formative and summative Assessments (English and Spanish) are used in order to assess the literacy skills of the ELLs. The data indicates that our ELL students in K and 1 are making strides in the development of phonemic awareness, fluency and decoding skills. However, they are still not meeting grade level expectations in the area of comprehension. Furthermore, our ELLs in grades 2-5 are showing progress in reading and showing basic understanding of different literacy genres. However, they still need to gain an insightful comprehension of the text. The data further shows that our entire ELL population is struggling in the area of writing development. Upon a closer look at the writing strand, we found that most students had difficulties due to their lack of grade appropriate vocabulary, spelling, grammar usage and their inability to write from sources. This information is vital when identifying students for Academic Intervention Services, and after school supplemental programs. As a result, we revised the literacy instructional plan to include additional time for writing during the regular school day to target areas of needs. In addition, units of studies were revised to aligned them to the Common Core Learning Standards (CCLS) and to the instructional shifts in order to increase student achievement. Lastly, teachers use this information to plan differentiated instruction to meet the needs of each ELL.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Paste response to question here:  
 In the early grades K, 1st and 2nd, the weakest areas appear to be in the Reading , Writing and Listening strands. In grades 3, 4 and 5, most of the ELLs test out of the program. Those remaining are mainly at the advanced level of English proficiency who lack proficiency in the writing strand. This group requires more intensive support in writing. Intensive ENL instruction in the content areas will be provided to all students at the Entering, Emerging, Transitioning and Expanding levels of English proficiency. Lower student/teacher ratio for ENL instruction in grades K-5 will facilitate more interaction and a greater opportunity for diagnostic prescriptive instruction. Small group instruction as well as flexible grouping, cooperative learning strategies and techniques will help address individual needs. Reading and writing in the areas of math, science and social studies will augment the students' opportunity to develop vocabulary and concepts in the academic areas.

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

Paste response to question here:

Our school uses the Annual Measurable Achievement Objectives information to create yearly school goals in order to promote student achievement. The data reveals that our ELLs population is doing well in meeting NYS standards in Science. However, in the ELA and Math, we have a large population of ELLs that are approaching the standards. Thus, this information is considered when creating our intervention plans, PD plans and writing the school CEP. The most recent NYSESLAT data reveals that our ELL population is progressing on language acquisition levels.

4. For each program, answer the following:

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

Paste response to questions here:

Careful analysis of the data indicates that ELL students in the Bilingual Program that began at our school in kindergarten or the first grade become proficient in approximately three years. After 3 years, those that do not show proficiency reach the advanced level. They are also able to perform better in assessments administered in their native language – Spanish. However, we have also noticed a trend for students that enter our school at any grade later than second grade. It appears that these ELL students do not “test out” or become “proficient” according to the NYSESLAT test in a three year period.

Benchmark assessments are used as a tool to guide student learning. These assessments assist teachers to identify students’ strengths and weaknesses in order to plan for targeted instruction. They also help us monitor student progress towards meeting grade level standards. Furthermore, these benchmark assessments allow teachers to measure student learning on an on going basis. The School Leadership Team analyzes the data to better understand the needs and academic progress within our school.

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

Paste response to question here:

In addition to providing our ELLs with mandated ESL service, we include them in our RTI plan. In order to identify students for Tier 1, Tier 2 and/or Tier 3, the Fountas and Pinnell Assessment System (F & P), and ECLAS2 are used as the Universal Screeners. The data is analyzed by the RTI Team to ensure that all students are properly serviced. Once students are screened, intervention is provided in five cycles. After each cycle, the team reviews student data to determine next steps on an individual basis. Students in Tier 1 are provided with strong core instruction; those in tier 2 and Tier 3 are targeted for intense tailored instruction. The ELL cohort meets at least once per month for planning sessions. During these planning sessions, teachers design rigorous tasks that incorporate language development differentiated to meet the students’ diverse needs. ELLs who are in the Tier 2 and Tier 3 are targeted for more intensive academic support. This support is provided by their classroom teacher, as well as other qualified staff to address their language and academic needs.

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

Paste response to question here:

Student’s new language development is considered in instructional decisions in many ways. As part of PS 128M “Non-Negotiables” language objectives must be included in every lesson. In addition, teachers provide their students with language prompts, visual support, technology as a tools, bilingual materials and resources and different scaffolds to facilitate the learning of the new language. In addition, we customize our LAP per student in every TBE class in order to differentiate and meet students’ language needs. Furthermore, all teachers are encourage to use students’ language and culture as a resouce. This is evident in students-led discussion, writing celebrations and digital presentations in the students’ new language. Finally, our school celebrates monthly multicultural assemblies to highlight students’ heritage, as well as promoting multilingualism by displaying all languages present in our school community.

7. For dual language programs, answer the following:

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

Paste response to questions here

The English-proficient students (EPs) are assessed in Spanish using the F&P Spanish system, ELSOL, ESTRELLITA, as well as Formative and Summative assessments. In addition, teachers use observations, class discussions and conferencing notes to assess content learning and language development. The level of Spanish language proficiency for our English-proficient students varies. Most of the students who began at the Entering level have moved to the Emerging proficiency level; while a few moved to the Transitioning level. Our EP students are showing progress in reading levels as measured by the F&P Spanish system.

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

Paste response to question here:

The success of the programs for ELLs is evaluated through informal and formal observations, Learning Walks, interclass visitations, students results on exams, students work and portfolios. Instruction is monitored by supervisors to assure that the mandated number of instructional minutes is provided according to the proficiency level in each program. Schedules are determined by the grade supervisors, program coordinator, and ESL teachers to service the target population. Schedules are reviewed and revised as needed throughout the school year.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Paste response to question here:

In order to identify all “other than English” speaking students all parents of newly enrolled students complete a Home Language Inventory Survey (HLIS) at registration assisted by a qualified ENL licensed ENL teacher. This process includes an oral interview in English and Spanish, if applicable, conducted by an experienced licensed ENL teacher. Students who speak a language other than English are screened and assessed with the NYSITELL within the first 10 school days of attendance to determine their English language proficiency. The students' scores are upload/scanned into ATS in order to determine if the Spanish Language Assessment Battery (SLAB) is administered for those who have a Spanish Home Language.

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

Paste response to question here:

Students with Interrupted Formal Education (SIFE) are identified during registration. During enrollment, parents complete the HLIS and are asked to indicate prior schooling. If there are indications that the student had interruptionS or inconsistency in their formal schooling, we proceed with the SIFE identification process. This process includes the administration of an oral interview questionnaire. Also, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). The SIFE status will be indicated in ATS system no later than 30 days from initial enrollment.

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

Paste response to question here:

The Language Proficiency Team (LPT) consists of a Supervisor, an ESL teacher, the ELL/ELA Coach, the IEP teacher and the parent. The Team works collaboratively to ensure that every new student is appropriately screened to determine language and academic needs in order to provide correct placement. As part of the registration process, a checklist/questionnaire is used to identify students with IEPs. Once an IEP student is enrolled, the LPT proceeds to ensure that services are provided in accordance to their IEP within 20 days. The LPT is responsible to identify if a newly arrived potential ELL coming with an IEP has language acquisition needs or if they have learning disability and ENL services will not be beneficial for the student.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here:

After the students are administered the NYSITELL assessment, we send home an entitlement letter indicating the student's score. This letter also describe the three bilingual programs offered in New York City. At the same time, we encourage all families to make the choice that best meets their child’s language proficiency needs. Parents are urged to complete and return the parent surveys and program selection forms immediately after attending the orientation sessions. Students are then place in accordance to the parent’s choice within the first 10 days of student attendance. In addition, we use the English Language Learner Policy and Reference Guide as a reference to ensure complying with mandates.

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

Paste response to question here:

Parents are informed of their right to appeal ELL status within 45 days of the initial ELL identification process in different ways. The Registration Team consisting of an Assistant Principal, ENL Teacher, and the Pupil Accounting Secretary work collaboratively with the parent to enure proper identification. If the school and/or parents believe that the child may have been misidentified as an ELL or

non-ELL; a Re-Identification process can be requested within 45 school days of enrollment. The Registration Team, which includes qualified personnel as defined by the CR Part 154 will review all documents related to the initial identification process. The team will also review student's work and results of school-based assessments in English and in the home language to make a recommendation. Parents are invited to attend an ELL meetings to review programs that are available. Correspondance are sent in parents' preferred language. Copies of letters are kept in a binder in the Principal's office.

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

Paste response to question here:

If the student is determined to be an English Language Learner (ELL) we invite the parents to attend a parent orientation session within a week timeline, based on parent availability. If parents do not attend the scheduled orientation, correspondance in the parent's preferred language is sent with alternate dates and time.. During the orientation, the parent views the Program Choice video "The Parent Connection: Orientation Video for Parents of Newly Enrolled English Language Learners" presented in their dominant language. In consultation with the school representative, the parent makes the final decision to place their child in a "Transitional Bilingual Education Program "class setting, a Dual language program or they may opt for the Free-Standing English as a Second Language program. We encourage all families to make the choice that best meets their child's language proficiency needs. However, if parents do not return parent survey, TBE is the default placement for the student.

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.

Paste response to question here:

The ENL teachers are responsible for collecting and filing Parent Surveys and Program Selection forms in a timely manner. Collected forms are placed in students' CUM records. In addition to the mandated Parent Orientation meetings, we conduct parent sessions where they are provided with assistance in how to complete the forms. During these sessions, we provide snacks and refreshments as well as raffle prizes to motivate the parents to return their completed forms. For parents that have chosen programs not available at time of registration, school informs them via phone calls and/or written notation if such program becomes available.

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

Paste response to question here:

The ENL/ELL compliance staff monitors and maintains records of forms and documantation that have not been completed and returned. She then reaches out to parents in their preferred language and ensures that forms completed and returned to us.

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

Paste response to question here:

Once the student's program has been determined based on the Parent Program Selection, we send parents a placement letter indicating the program in which their child has been placed. The ESL/ELL Compliance staff maintains record of such notation.

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

Paste response to question here:

All ELL-related documents for each student is retained in the student's cumulative record. In addition, we maintain an ELL folder of critical documents in the Assistant Principal's office as a central location for ease of review.

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.

Paste response to question here:

In order to accurately identify all ELLs eligible to receive the New York State English as a Second Language Achievement Test (NYSESLAT), we generate the ATS report "RLER." All identified ELLs are evaluated annually, each Spring, using the NYSESLAT, administered under the Department of Education's standardized testing procedures. To ensure that all four components of the NYSESLAT are administered to all ELLs, we download the New York State Testing Memorandum, and the NYSESLAT assessment manual. Also, we create an in-house Testing Memo highlighting students to be tested, instructions, time and procedures. Through a master list, we verify that eligible ELLs have completion of all four components of the test. Finally, we cross reference all four components with students' documents prior to packaging. Upon receipt of the NYSESLAT and/or the NYSITELL test scores, program entitlement letters are distributed to parents. Parents have the option to request conferences to discuss student's proficiency scores. The students are provided with ample opportunity for make-ups during the testing window by having our ELL testing team administer exam in total and/or parts missing.

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

Paste response to question here:

Continued entitlement and transitional support notification letters are sent to parents at the beginning of the school year, but no later than September 15. These notifications are sent in the preferred language of the parent. Records of letter sent are kept to ensure 100% distribution.

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).

Paste response to question here:

After carefully reviewing the 'Parent Survey' and 'Program Selection' forms for the past few years, we have noticed that most of the parents have been requesting the Transitional Bilingual Educational Program and the Free Standing English as a Second Language programs as their preferred program. However, in the last two years, there has been an increase of parents requesting the Dual Language program. As a result, we started a Dual Language program in kindergarten during the 2014-2015 school year to align our school program options to our parent choices. Consequently, we expanded our Dual Language program to first grade, and added one PreK class for the 2015-2016 school year. Thus, we will continue adding throughout the years depending on the demands.

## 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.

Paste response to questions here:

In the Free-Standing ENL program instruction is provided in English with home language support, emphasizing English language acquisition. The ENL teacher uses Integrated and Stand-alone ENL instruction to build English language skills. Students are grouped

by grade and instructional ENL mandated minutes are provided based on the NYSESLAT proficiency level. All pedagogical staff

are trained with ELL strategies, including using visuals, Total Physical Response (TPR), infusing language objectives in all lessons, and

scaffolding instruction to support language development.

- b. TBE program. *If applicable.*

Paste response to questions here:

In the Transitional Bilingual program, the language of instruction for each content area is customized based on the students' language proficiency level according to the NYSESLAT. Students who scored at the Entering (Beginning) and Emerging (Low intermediate) level receive literacy, math, and science instruction in Spanish, while social studies is taught in English using ESL methodology. Moreover, students at the Transitioning (Intermediate) and Expanding (Advanced) level receive literacy and

social studies instruction in English using ESL methodology whereas, Math and Science is taught in Spanish to support Native language development.

- c. DL program. *If applicable.*

Paste response to questions here:

In the Dual language program, we follow a 50/50 model alternating days for a 10 days cycle. The alternating model consists of

two side by side classrooms; one with a Common Branch licensed teacher and the other with a Bilingual Certified teacher. The students learn the two languages simultaneously where the language of instruction is alternated daily. The Common Branch teacher

is responsible for the English instruction of both classes. Similarly, the Bilingual teacher is responsible for the Spanish instruction of the

two groups.

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)?

Paste response to questions here:

In order to ensure that the mandated number of instructional minutes is provided, the ENL teacher schedules are determined and created based on students' NYSESLAT proficiency levels. The ELL Supervisor monitors that each ELL student receives the mandated minutes of ENL instruction. In addition, the classroom teachers are provided with student lists indicating the required ENL minutes along with a schedule of services. The schedule includes the time and frequency of services. Due to the collaborative nature of our school, our classroom teachers and service providers work together to make sure that all students receive the mandated services. The two certified ENL teachers will use the stand-alone and integrated model of ENL instruction to service ELLs in mainstream classes in accordance to their language proficiency and the required units of support. In the integrated model the ENL teachers provide the services co-teaching and co-planning with the mainstream teacher where the lesson is scaffold to develop language proficiency. In the stand-alone model, the ENL teachers provide ENL services to students that are based on NYSESLAT levels and by grade regardless of class and travel together to an ENL classroom. Entering (Beginning) and Emerging (Low intermediate) level students will receive 360 minutes of ENL per week and Transitioning (Intermediate), Expanding (Advanced) level students will receive 180 minutes of ENL per week. Explicit ENL instruction is facilitated through content area teaching. Professional development is provided to enhance the teachers' best practices in second language acquisition methodology including scaffolding 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.

Content instruction in all settings are aligned to the CCLS. Language of instruction in the TBE programs is customized as indicated in the Part 154 Regulations. Specifically, TBE classes provide math and science in Spanish, while teaching social studies and literacy in English. However, newcomers receive literacy instruction in Spanish. All students in the Dual Language Academy receive all content subjects in both English and in Spanish, since it is an alternating model.

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

Paste response to question here:

In order to ensure that ELLs are appropriately evaluated in their native language; they are assessed with Estrellita Benchmark assessments, ELSOL, Fountas and Pinnell in Spanish, Formative and Summative assessments in their home language.

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

Paste response to question here:

In order to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition, teachers use different summative and formative assessments. To assess students' reading and writing skills, students complete a common core aligned task for literacy and math at the end of each unit. Also, students' listening and speaking skills are assessed through writing celebrations where students have to present their published work to an audience. Finally, one of the school's goal for the last four years is to engage students in rigorous discussions across all content areas.

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

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

Paste response to questions here:

As part of the registration process, SIFE students are identified based on the Home Language Survey, an interview to determine prior schooling experiences, and an informal assessment. Due to age differences and NYCDOE restrictions, students are placed in the age/grade appropriate class. Therefore all SIFE students begin in a bilingual beginning level class. However, within the daily schedule, instruction is modified based on the level of proficiency in their native language. Research based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, as per the National Reading Panel. SIFE students are immediately provided with intervention services according to their needs; this may include streaming with other classes. SIFE students are also targeted for our intervention programs and small group tutoring during and after school.

Support staff will use different materials and programs including Estrellita, Wilson, Words Their Way, Voyager Passport and HB Intervention and ELL Kit. In addition, ongoing assessments are used to monitor and adapt instruction and assess learning.

As indicated above, all new students are screened as part of the registration process. We also refer to the NYSESLAT test results in order to effectively place new students into the appropriate class. Most newcomers are placed in the TBE classes, receiving 75% of their instruction in Spanish and 25 % in English. As in all our classes, teachers utilize available data as well informal assessments to plan diagnostic prescriptive instruction. They modify activities specifically based on the student's needs. Newcomers and all at risk students are our priority for intervention services. This includes providing additional reading instruction during the day, as well as after school tutoring programs. In addition, the computer based programs such as, Imagine Learning English, and Compass Learning Oddyssey (CLO) are used to support all strands of English language development.

Our Developing ELLs utilize, the Ready Gen, which is a Common Core Aligned curriculum to support literacy instruction. This is a thematic, developmental reading program that has a Spanish series paralleled to the English series. The literacy program consists of 90 minutes of balanced literacy. Through individual conferencing, mini lessons will be developed to target children's specific learning and/or language needs.

The Long Term ELLs are provided with additional support from our intervention staff. They are given priority for participation in before/after school programs. Teachers use high quality instruction that is differentiated by students' academic and language needs. Also, class trips are arranged to build background knowledge as well as academic language.

The Former ELLs are provided with testing accommodations during most assessments, including those that are teacher-made and state mandated. In addition, our Former ELLs receive a minimum of 90 minutes of ENL instruction per week.

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

Paste response to questions here:

In the case of a need to re-identify ELL or non-ELLs based on an approved re-identification appeal, we will ensure that the student's academic progress is not affected by this process by consulting with the ELL Specialist, the parent and the student. If there is a believe that the student may have been affected by the determination, we will provide additional support services to the student as per the CR Part 154-2.3 (j) and may reverse the determination within 6-12 month period. If the Principal's decision is approved by the Superintendent, the parent will be notified in the preferred language within 10 school calendar days.

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

Paste response to question here:

Our ELL Students With Disability (SWD) receive the same curriculum materials as all our mainstream students. They are instructed with grade-level materials using scaffolds strategies for language development and content knowledge. ELLs with special needs are serviced in accordance with the determination and specifications of their IEPs. We have on staff bilingual SETSS teachers, bilingual counselors, and bilingual speech providers. These services are provided within the school day as pull-out/push-in models. As part of our daily ELA instruction we have implemented a "Reading Is Enlightening" (RIE) literacy period. During this literacy period, AIS teachers push-in to provide support to students with special needs using a variety of materials such as, Wilson, Estrellita,

Words

Their Way, Voyager Passport, and other Intervention Kit.

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?

Paste response to question here:

We have implemented flexible programming for our ELL-SWD students in order to attain English proficiency within the least restrictive environment. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR “Total Physical Response.” We also aim to support the 8 multiple intelligences

(Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning

experiences. Also, ELL-SWD students participate in the Good Dog Foundation to help promote language development and self-esteem.

At PS 128M, we believe in incorporating all students in the general framework of the school. As such, we have integrated a flexible schedule within the ELL-SWD program to ensure the social, emotional and intellectual needs of students are met. Our school

uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.

All ELL-SWD students are integrated in all school-wide activities; including monthly writing celebrations, assemblies, science and

social studies fairs where they are paired with general education classes.

**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.*

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

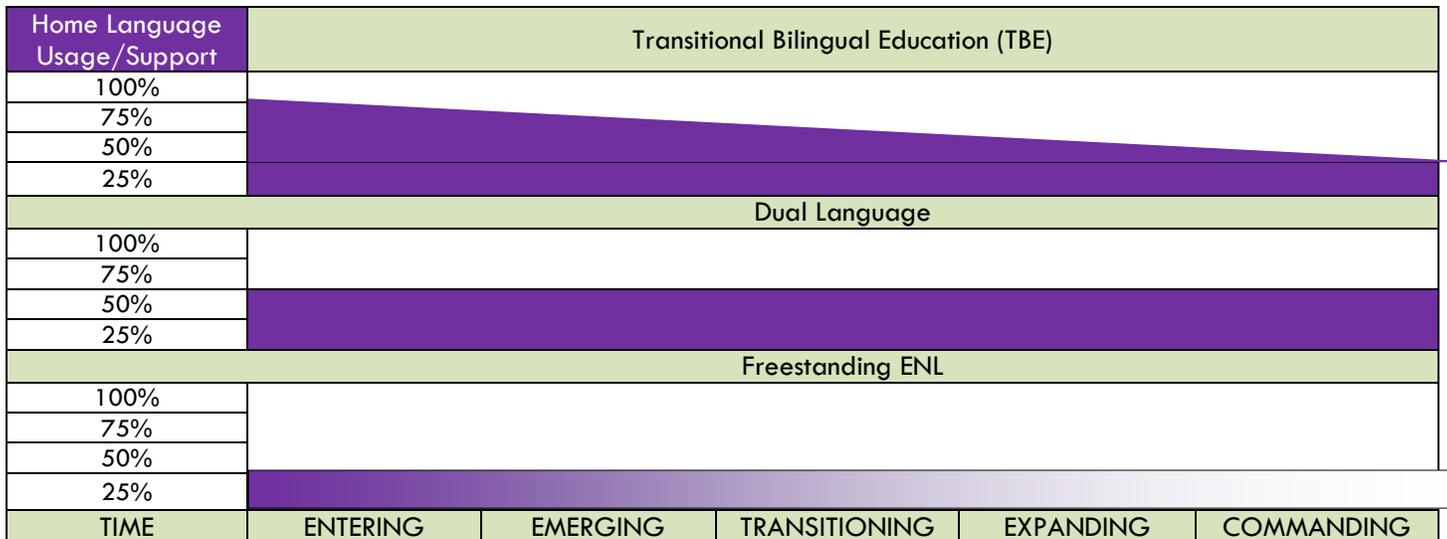


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Paste response to question here:  
The school intervention programs for ELLs in ELA is integrated with Social Studies and Science instruction. Also, ELA and Math has been designed to incorporate supplemental instruction during the day as well as outside of the daily schedule. Classroom teachers and intervention staff provide diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking. Our ELLs are included in our Intervention Plan to address their academic needs based on data analysis. The targeted intervention programs used for ELLs include: Harcourt Brace ELL kit, Voyager Passport, Words their Way, Getting Ready for the NYSESLAT and Beyond, Wilson, Leap Frog, Imagine Learning English, and Compass Learning Odyssey (CLO) for ELA and Math support. Math intervention is also provided using weekly math challenges, fluecy bees, daily guided math instruction, as well as integrating math language objectives in daily lessons. In addition, our intervention program includes native language support/development. We use different resources such as ESTRELLITA and Pasaporte to support our Spanish speaking students. Our SIFE students are provided with academic intervention services during the day. The SIFE intervention program consists of an intensive phonics and math program that utilizes an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities through games and group activities in Spanish. In addition, a CBO off-site after school program, FYI Welcome Program, supports newly arrived ELL students get acclimated to their new environment. We give priority to our ELL student to take part on any intervention programs we offer during and/or after school hours. To ensure ELLs participation in these programs, we send home invitation letters to the parents and phone calls are made to recruit ELL students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here:  
Our current program has been effective. Our ELL students have been showing progress in the areas of reading and math as measured by the NYS tests. In addition, our ELL students have also shown improvement in the area of language development as measured by the NYSESLAT. In close analysis of the NYSESLAT, we notice that our students are moving from one proficiency level to the next, to then becoming proficient.
12. What new programs or improvements will be considered for the upcoming school year?  
Paste response to question here:  
We will continue with all our current programs and services since they have shown to be effective for our ELL students.
13. What programs/services for ELLs will be discontinued and why?  
Paste response to question here:  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Paste response to question here:  
All ELLs are provided with equal access to all curricular and extracurricular programs. In an effort to improve our ELL students' skills in reading and writing, ELL students participate in RTI interventions provided by the ESL teachers as part of their daily instruction. Also, we offer intervention programs during the day that focus on diagnostic prescriptive instruction, and flexible grouping for differentiated instruction. ELLs in grades 2-5 participate in the ELL after school program. This program provides instruction to foster English language development . This 2-5 tutorial program provides staff an opportunity to meet individual student needs on a "one-to-one" basis or small group setting through a diagnostic prescriptive approach. In addition, a CBO off-site after school program, FYI Welcome Program, supports newly arrived ELL students get acclimated to their new environment. We give priority to our ELL student to take part on any intervention programs we offer during and/or after school hours. To ensure ELLs participation in these programs, we send home invitation letters to the parents and phone calls are made to recruit ELL students.
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.  
ELLs are provided equal access to all materials. Hence, all curriculum components and content areas are in both English and Spanish. We also use Imagine Learning technology based program to supplement language development for ELLs, as well the use of computers, smart boards, and laptops to facilitate research, aid comprehension, and to present their work. ELLs are also provided with bilingual text books and resources to enhance and excellerate their learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Paste response to question here:  
In the DL program, home language support is delivered through all content areas as and alternating 50/50 model. However, in the TBE program, home language support is delivered through the content areas, such as literacy, mathematics and science. Finally, in the ENL program home language support is offered though projects. All TBE classrooms have Spanish and English libraries, as well

as word walls to support both languages. In addition, all ELL students are provided with Spanish/English glossaries and lots of visual support to enhance language development.

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

Paste response to question here:

All ELL students are provided with age-grade level materials and resources. Teachers are trained to scaffold instruction and differentiate activities to meet the students' needs.

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

Paste response to question here:

ELL students that are newly enrolled in our school are provided with a packet of activities to complete before the beginning of the school year. In addition, we encourage newly enrolled ELLs to participate in the Welcome Program from Fresh Youth Initiatives throughout the school year. The Welcome Program offers students who have recently arrived to the USA activities to get them acclimated to the culture by visiting museums, parks, theaters, etc.

19. What language electives are offered to ELLs?

Paste response to question here:

N/A

20. For schools with dual language programs:

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

Paste response to question here:

Our dual language program offers a side-by-side model. Each class is composed of 50% EP students and 50% of ELLs. All content areas are taught in both languages; alternating the day for a 10 days cycle. The classrooms are side by side classrooms; one with a Common Branch licensed teacher and the other with a Bilingual Certified teacher. The language is separated by classroom; the Spanish room has all displays/visuals in Spanish and the English room in English. Each class travels to the room of the language of instruction for that day. The students learn the two languages simultaneously where the language of instruction is alternated daily. The Common Branch teacher is responsible for the English instruction of both classes. Similarly, the Bilingual teacher is responsible for the Spanish instruction of the two groups.

## B. Professional Development and Support for School Staff

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

Paste response to question here:

During the school year we will provide five two hour sessions devoted to best practices in teaching the ELL student to all staff members, including newly appointed teachers in order to support them . Staff will also share ENL methodologies during faculty conferences, teacher team and monthly grade meetings. The Literacy/ELL Coach, the Math Coach and the Bilingual/ELL Administrator will support peer coaching sessions, after school workshops, and planning sessions. All newly appointed teachers will be provided with a mentor to assist them in planning, in the delivery of instruction and the interpretation of assessment data. Intervisitations will be arranged to support teachers' needs.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Paste response to question here:

Teachers of ELLs are also part of of teacher teams. They meet every week; first week of the month is to analyze data; the second and third week of the month is to plan collaborativly around their curriculum maps, and the last week of the month is for professional development differentiated by cohort. The professional development for the ELL Cohort is under the topics of; infusing the language common core learning standards, creating rigorous tasks for ELLs, creating a multicultural ecology; ENL strategies in daily instruction; vocabulary development, differentiation for ELLs based on language acquisition levels and using multiple intelligence and Depth of Knowledge (DOK) in planning. Also, our Dual language teachers and the ELL Coach participate in a series of PD offered by the DOE office of ELLs.

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

Paste response to question here:

Staff working with ELLs are scheduled to meet with the school counselor and grade supervisor to discuss how they can assist ELLs transitioning from elementary to middle school. We provide all staff with resources and information about middle school and different programs offered. In addition, we arrange middle fairs in which all ELLs are invited along with their parents to attend.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here:

In an effort to support all teachers in meeting the required professional development hours, 15% of the PD provided by the school is dedicated to language acquisition and best practices for integrating content and language instruction. In addition, we customize our PD plan so that all bilingual and ENL teachers will have 50% of their PD dedicated to language acquisition in alignment with core content area instruction and best practices. Bilingual, ENL and mainstream teachers are provided with opportunities to research, learn and implement second language development strategies that support ENL instruction in content area. All teachers are adviced and encouraged to maintain records of all agendas and handouts provided in these workshops to serve as evidence of their participation.

### C. Parental Involvement

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

Paste response to question here:

Parents of ELLs are provided with individual meetings in addition to Parent Teacher Conferences, Parent Orientations and Quaterly Progress meetings to discuss the child's language development. These individual meetings are schudeled during the Parent Engagement time in accordance to the bargaining agreements. Attendace is recorded and filed. In addition, the ELL Coach provides parent workshops that address the academic, social and emotional needs of the ELL students. These workshops focus on; Developing Academic Language at Home, Building Prior Knowledge and Vocabulary through Family Trips, Developing Reading and Writing at Home, Activities to Increase the Listening, Speaking, Reading and Writing, and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. These workshops are facilitatated in both English and Spanish. Through the use of flyers and letters, as well as via the school website, the parents will be informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the ELL Supervisor during meetings and special workshops. During these workshops, the Parent Coordinator provides simultaneous translation in Spanish. In addition, all flyers and notifications are sent English, as well as in their preferred language.

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 to question here:

We designed a template to record information of parent meetings. The records of individual meetings with ELL parents are maintained in the ELL Binder throughout the year. Simultaneous translation in Spanish is done by the Parent Coordinator, and all flyers and notifications are sent English, as well as in their preferred language.

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

Paste response to question here:

The parent coordinator, Ms. Sanchez works closely with the Parent Association and all parents to provide translation, guidance and support. As a result of a parent survey, we are offer ENL and Technology courses in which our ELL parents participate. Also, our parents are involved in the Arts and Crafts classes offered throughout the year. In addition, ELL parents' involvement is evident is during our monthly cultural assemblies, during class project celebrations, trips, as well as during workshops. In addition, many ELL parents are volunteers in our school. They assist with morning line up, dismissal, escorting students who come late, and assisting teachers in the classrooms. All workshops are offered during morning and evenings to promote parent participation. Simultaneous translation in Spanish is provided during all events and all flyers and notifications are sent English, as well as in their preferred language.

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

Paste response to question here:

Our school partners with outside agencies and Community Based Organizations to provide workshops and/or services to ELL parents. Some of these organizations and agencies include Alianza Dominican, Healthy School Healthy Families, Police Academy League , Fresh Youth Initiative, Beacon. The School Based Mental Health Clinic of Columbia Presbyterian Hospital provides parent workshops under the topics of metal and physical health, including addressing behavior issues at home. Also, the Healthy School Healthy Families presents workshops about nutrition and healthy eating habits to address obesity and other health concerns.

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

Paste response to question here:

At the beginning of the school year, parents are provided with a survey in order to assess their needs. They are encourage to return completed survey to school. In addition, at the end of each workshop, parents complete a reflection sheet to be use in order to evaluate their needs.

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

Paste response to question here:

Our parent involvement activities are aligned to our parents' needs. These activities are designed in correlation to the results from the parent survey completed at the start of the school year.

#### **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:**

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)
Rosa Argelia Arredondo	Principal		10/30/15
Cary Pantaleon	Assistant Principal		10/30/15
Alexandra Sanchez	Parent Coordinator		10/30/15
Patricia Vaccaro	ENL/Bilingual Teacher		10/30/15
Elizabeth Pesantez	Parent		10/30/15
Teresa Santiago	Teacher/Subject Area		10/30/15
Michelle Navarro	Teacher/Subject Area		10/30/15
Heriberta Osoria	Coach		10/30/15
Stacey Capella	Coach		10/30/15
Lolita Bitanga	School Counselor		10/30/15
Manuel Ramirez	Superintendent		10/30/15
Shari Mitchell	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **06M128** School Name: **the Audubon School**  
Superintendent: **Manuel Ramirez**

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

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

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

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

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

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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 first source of information pertaining to the parents' language needs and preference is obtained during registration with the completion and review of the Home Language Survey. Also, as part of the registration process, parents are asked their preferred language of communication. Our parents' needs are also determined during the first Parent Open Night held in September. Similarly, we obtain further information and/or clarification regarding language needs or preferences through ongoing meetings, such as Parent Teacher Conferences, parent workshops, and/or those held by our Parent Coordinator. In addition, surveys are distributed to parents, which are sectioned into topics related to the language, academic, physical, and mental health development of the family so that needs and interests of individual families may be identified. We also gather data via ATS reports, Blue Cards, and Parent Surveys. Finally, the parents' needs is ascertained during face to face meetings and/or contact with school personnel.

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.

The most popular language that parents in PS 128 need is Spanish. However, we also have one family that prefers Arabic as well as a couple of parents that prefer French Creole.

**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.)

The Parent Handbook is sent out at the beginning of the school year. It includes all school calendars indicating days off, parent teacher conferences and open school night. The Handbook also includes school policies and protocols listed below:

- Disiplinary procedure
- Student handbook
- Morning / Afternoon / Evening
- Parent-Teacher Conferences
- Uniform Policy
- Technology / Media Center / Student Activities
- Health / Physical Education
- Transportation

Throughout the school year we sent the following items that need translations:

- Calendar
- Special Events
- Parent-Teacher Conferences
- Newsletter
- (by GARDERS)



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.

PS 128M has an extensive parental involvement component that includes, but is not limited to, parent participation in our School Leadership Team and all school wide events. As part of our effort to keep all parents informed, all correspondence is sent home in English and Spanish. We also provide simultaneous translations during the SLT meetings. Echo translations are also incorporated into all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education for the few parents who are not fluent in English or Spanish. Specifically, we rely on the DOE's Translations for our Arabic and Haitian Creole families. However, all other translations (into Spanish) are done by school staff.

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.

As indicated above, all translations are done by school personnel and/or by the DOE Translation Unit. No document is sent home without providing parents translation support. We also translate orally on a case by case basis as needed, by telephone and/or in person.

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

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

We ensure that all documentations are translated before they are sent home. We also provide on the spot translations during all meetings. Again, in cases where a parent needs another language, Arabic or French Creole, we provide them with information about translation opportunities. However, in our cases, we have been able to get assistance from an older child, and/or other relative. All staff members work directly with the Parent Coordinator when translating documents. Since we have over 60% of staff members that can translate, we never use over the phone translations.

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

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

##### Checklist of Notification Requirements

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

Information regarding the parents' rights to receive translated documents and/or translations during meetings is prominently posted in the school's Main Office, Parent Coordinator's Office as well as by the Main Entrance. This is also discussed during general parent meetings. As already indicated, however, no documents are sent home and no meeting is held without proper language translations

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

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

Translation quality and consistency is monitored in several ways. First of all, all translated documents are read by more than one school staff member to ensure accuracy, quality and cultural sensitivity. Similarly, observations are made during all meetings. That is, if one person is translating, then another staff member is available to add, clarify and/or assist, again, to ensure proper translations.