

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M129

School Name:

P.S. 129 JOHN H. FINLEY

Principal:

ODELPHIA PIERRE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: John H. Finley Campus School School Number (DBN): 05
Grades Served: Pre-K to 8
School Address: 425 West 130th Street
Phone Number: (212) 690-5932 Fax: (212) 690-5934
School Contact Person: Odelphia H. Pierre Email Address: opierre@schools.nyc.gov
Principal: Odelphia H. Pierre
UFT Chapter Leader: I.Jamila Gee-Waithaka
Parents' Association President: Kimberly Bell
SLT Chairperson: Marianela Alexander
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maria Ortega
Student Representative(s): N/A
N/A

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street New York, NY 10027
Superintendent's Email Address: greeves@schools.nyc.gov
Phone Number: (212) 769-7500 Fax: (212) 769-7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th floor
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (646) 470-0721 Fax: (917) 339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------------|---|-------------------------|
| Odelphia H. Pierre | *Principal or Designee | |
| I.J. Gee-Waithaka | *UFT Chapter Leader or Designee | |
| Kimberly Bell | *PA/PTA President or Designated Co-President | |
| Barclay Edwards | DC 37 Representative (staff), if applicable | |
| Maria Ortega | 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> | |
| | CBO Representative, if applicable | |
| Nicole Nobles | Member/ Parent | |
| Marguerite Teal | Member/ Parent | |
| Jennifer DeLos Santos | Member/ Parent | |
| Carole Sanon | Member/ Staff | |
| Marianela Alexander | Member/ Staff | |
| | Member/ | |

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The John H. Finley Campus School PS/MS 129 is a community school in central Harlem, housing roughly 500 students of diverse backgrounds. The school comprises of 2% Asian, 43% African American, 50% Hispanic, and 2% White students. The school offers a variety of special programs and community partnerships that support the development and improvement of the school such as The Harlem YMCA, The Harlem Commonwealth Council, Junior Achievement, The H.A.P.P.I. Program, Columbia University, City College of New York, The Migdol Corporation, Central Park Conservancy, Riverside Drive Fund Conservancy, Morningside Alliance Corporation, Asphalt Green, Ballet Tech, The Greater Harlem Nursing Home, Amsterdam Nursing Home and The Harmony Music Program. The school's Title I population is 86%. The diversity from our student population is also similar to the composition of staff members. Teachers working with fewer than three years teaching experience are 10% and receive additional professional development from the District, Central and off-site support. Students of PS/MS 129 John H. Finley take an active role in much of the decision-making that occurs in the school. Students play an integral role in selecting programs for enrichment, extra-curricular activities like Staff vs. Student tournaments, and facilitating the student government cabinet. Both the Harlem Y and SONYC "Schools Out New York City" - Harlem Commonwealth Council After-school Programs allow children to participate in Homework help and team-building activities. Another promising aspect of John H. Finley Campus School is the Parent Leadership Academy operated by the Parent Coordinator. Monthly seminars are held to educate parents on the current trends of curriculum, Common Core Learning Standards and educational policies. The Parent Academy establishes high expectations for parents and depicts them as key partners in student achievement.

Mission Statement

At the John H. Finley Campus School, we believe that all children are entitled to a high quality education. We are committed to developing a child-centered environment and instructional program, which will result in a community of critical thinkers and lifelong learners. With the collaborative efforts of parents, faculty, students, and community, we will empower our students to become responsible, productive and enlightened individual. We will collectively hold ourselves accountable to ensure the following:

- The Common Core State Standards will be utilized to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do in order to ensure academic success.
- Instructional programs will be developed to fully prepare our students for college, careers and beyond, to compete successfully in the global economy.
- Use of current and relevant student data will inform and drive standard based instructional practice.
- All students are expected to reach high standards of proficiency- our goal is to have 90% of our students at achievement levels 3 and above in reading and mathematics standardized tests.
- Instructional programs will provide an environment whereby literacy will be infused in all subject areas (social studies, science, mathematics, technology and the arts).
- Emphasis will be paced on alignment of curriculum and assessment, in order to increase the level of student thinking and engagement to ensure that students attain grade level performance.

Administration, staff, parents, and community stake holders are involved in a collaborative decision making process.

The element of the Framework for Great Schools in which our school made the most progress over the past year was improvement in building "Strong Family Ties" and as we brought together the strengths of the school and the at large to improve the "Home School Connection" through our partnerships with businesses both private and local. Also, our Community Based Organizations' student enrichment programs support students throughout the school day and beyond. Our key area of focus for this school year is in providing/improving "Rigorous Instruction" as revealed by the following student performance data provided by the New York State Education Department:

English Language Arts 2015:

Grade 3 Total Students Tested = 51 Level I-18, Level II-20, Level III-10, Level IV-3

Grade 4 Total Students Tested = 62 Level I-18, Level II-32, Level III-7, Level IV-5

Grade 5 Total Students Tested = 39 Level I-19, Level II-13, Level III-5, Level IV-2

Grade 6 Total Students Tested = 38 Level I-14, Level II-17, Level III-5, Level IV-2

Grade 7 Total Students Tested = 53 Level I-32, Level II-15, Level III-5, Level IV-1

Grade 8 Total Students Tested = 49 Level I-22, Level II-18, Level III-7, Level IV-2

A comparison of assessment scores for 2014 and 2015 is as follows (all students tested in ELA):

2014 Level I 32%, Level II-37%, Level III-22%, Level IV-9%

2015 Level I 34%, Level II-35%, Level III-22%, Level IV-9%

Overall, in ELA we have experienced a 2% increase of students who scored in Level I, a 2% decrease in students who scored level II, while percentages in levels III and IV remained the same. The percentage of students who scored in levels III and IV (proficient) remained the same (31%).

Mathematics 2015:

Grade 3 Total Students Tested = 52 Level I-19, Level II-22, Level III-7, Level IV-4

Grade 4 Total Students Tested = 64 Level I-30, Level II-19, Level III-9, Level IV-6

Grade 5 Total Students Tested = 40 Level I-24, Level II-7, Level III-3, Level IV-6

Grade 6 Total Students Tested = 40 Level I-18, Level II-16, Level III-5, Level IV-1

Grade 7 Total Students Tested = 55 Level I-31, Level II-20, Level III-4, Level IV-0

Grade 8 Total Students Tested = 50 Level I-32, Level II-16, Level III-1, Level IV-1

A comparison of assessment scores for 2014 and 2015 is as follows (all students tested in Mathematics):

2014 Level I 31%, Level II-33%, Level III-22%, Level IV-14%

2015 Level I 31%, Level II-31%, Level III-22%, Level IV-16%

Overall, in Mathematics the percent of students in level I remained the same. In level II, there was a 2% decrease in students who scored in level II. The percentage of students who scored in level III remained the same. The percentage of students who scored in level IV increased by 2%. The percentage of students who scored in levels III and IV (proficient) increased by 2% (from 36% to 38%).

05M129 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment | 493 | 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 | 10 | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 88.7% | % Attendance Rate | | 90.2% |
| % Free Lunch | 90.6% | % Reduced Lunch | | 3.2% |
| % Limited English Proficient | 11.9% | % Students with Disabilities | | 20.8% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 2.5% | % Black or African American | | 43.2% |
| % Hispanic or Latino | 49.5% | % Asian or Native Hawaiian/Pacific Islander | | 2.1% |
| % White | 2.1% | % Multi-Racial | | 0.4% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 15.17 | # of Assistant Principals (2014-15) | | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 15.0% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.4% | Average Teacher Absences (2013-14) | | 9.73 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 20.0% | Mathematics Performance at levels 3 & 4 | | 19.7% |
| Science Performance at levels 3 & 4 (4th Grade) | 68.8% | Science Performance at levels 3 & 4 (8th Grade) | | 23.7% |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 42.9% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

A comparison of New York State ELA assessment scores for 2014- 2015 for all students show we have experienced a 2% increase of students who scored in Level I (32%-2014 to 34%-2015), a 2% decrease in students who scored level II (37%-2014 to 35%-2015) while percentages in levels III and IV remained the same (22% and 9% respectively). The total percentage of students who scored in levels III and IV (proficient) remained the same (31%).

A comparison of New York State Mathematics assessment scores for 2014-2015 for all students show we have experienced stagnant results in level I (31%-2014 and 31% in 2015. In level II, there was a 2% decrease in students who scored in level II (33% in 2014 and 31% in 2015). The percentage of students who scored in level III remained the same (22%) in both 2014 to 2015. The percentage of students who scored in level IV increased by 2% (2014-14% and 16% in 2015). The percentage of students who scored in levels III and IV (proficient) increased by 2% (from 36% to 38%).

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, there will be at least a 5% increase of students moving from levels 2 to level 3 on the spring administration New York State 2016 English Language Arts and Mathematics assessments.

Part 3 – Action Plan

| | | | |
|--|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Teachers develop open-ended questioning using "Depth of Knowledge" and tasks and assessments where students think deeply and reason.</p> | <p>All Teachers</p> | <p>Sept. 2015- June 2016</p> | <p>Principal, Assistant Principals</p> |
| <p>Teachers utilize "Item Skills Analysis" data to drive instruction and group students according to team and class levels in differentiated groups.</p> | <p>All Teachers</p> | <p>Sept. 2015- June 2016</p> | <p>Principal, Assistant Principals</p> |
| <p>Teachers conduct professional development training to address and support the implementation of CCLS, the curriculum and the use of Danielson's Framework. Professional Development will be based on individual teacher needs. Teachers will evaluate the curriculum and materials to determine what changes need to be made to make activities/tasks rigorous for students.</p> | <p>All Teachers</p> | <p>Sept. 2015- June 2016</p> | <p>Principal, Assistant Principals</p> |
| <p>Teachers implement research-based programs already aligned to the common core such as: ReadyGen, Code X, GoMath! and CMP3 and implement lessons based on the Danielson Framework, Core knowledge, Language Arts.</p> | <p>All Teachers</p> | <p>Sept. 2015- June 2016</p> | <p>Principal, Assistant Principals and All Teachers</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|--|----------|---|--------------------------------|--|------------|---|------------------|---|-------------------|--|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>The funding used to support this goal includes the following: Substitute funding for teachers to attend professional development, class libraries and purchase of curriculum materials.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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

By February 2016, there will be a 3% increase in students moving from level 2 to 3 as measured by "The Beginning of Year MOSL" exam.

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

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

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

Part 1 – Needs Assessment

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

A comparison of New York State ELA assessment scores for 2014- 2015 for all students show we have experienced a 2% increase of students who scored in Level I (32%-2014 to 34%-2015), a 2% decrease in students who scored level II (37%-2014 to 35%-2015) while percentages in levels III and IV remained the same (22% and 9% respectively). The total percentage of students who scored in levels III and IV (proficient) remained the same (31%).

A comparison of New York State Mathematics assessment scores for 2014-2015 for all students show we have experienced stagnant results in level I (31%-2014 and 31% in 2015). In level II, there was a 2% decrease in students who scored in level II (33% in 2014 and 31% in 2015). The percentage of students who scored in level III remained the same (22%) in both 2014 to 2015. The percentage of students who scored in level IV increased by 2% (2014-14% and 16% in 2015). The percentage of students who scored in levels III and IV (proficient) increased by 2% (from 36% to 38%).

In school year 2014-2015, we had a total of two Principal Suspensions and three Superintendent Suspensions. We also had a total of 49 occurrences for the school year with the most occurring in May.

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, there will be a 10% decrease in incidents from last year (2014-2015) as measured by OORS data.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Conduct formal and informal observations – ongoing from September 2015 to June 2016. Administer MOSL Assessments (Fall 2015 and Spring 2016) and curriculum unit assessments as well as teacher made tests</p> | <p>All Teachers</p> | <p>Sept. 2015-June 2016</p> | <p>Principal, Assistant Principals and all Teachers</p> |
| <p>Implements protocols such as:</p> <p>(1) Morning Skills Period-students will be engaged in learning and reinforcing skills and strategies in ELA and Math</p> <p>(2) Hallway Passes-Students will always have a pass to leave the classroom.</p> <p>(3) Sign-Out Book-Students will sign "The Sign-Out Book" when leaving the classroom so teachers have an ongoing log of student travels throughout the building.</p> <p>(4) Teachers will develop with students "Classroom Rules" which will be visible and have incentives and consequences to reinforce student behavior.</p> <p>(5) Classrooms must be print-rich, bright, inviting and welcoming.</p> | <p>All Teachers All Students</p> | <p>Sept. 2015-June 2016</p> | <p>Principal, Assistant Principals, All Teachers</p> |
| <p>Teachers utilize "Response To Intervention" (RTI) strategies to help improve student achievement and behavior for all student performance levels.</p> | <p>All Teachers</p> | <p>Sept. 2015-June 2016</p> | <p>Assistant Principals, AIS Teacher, SETTS Teacher and School Implementation Team</p> |
| <p>Teachers will participate in:</p> <p>(1) Parent Teacher Associations Meetings</p> <p>(2) Parent Workshops</p> | <p>All Teachers, Coordinator of Student Affairs, Substance Abuse Prevention Intervention Specialist, Attendance Teacher, Guidance Counselor</p> | <p>Sept. 2015-June 2016</p> | <p>Principal, Assistant Principals, All Teachers Out of Classroom Staff, Coordinator of Students Affairs, Substance Abuse Prevention Intervention</p> |

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| <p>(3) Parent-Teacher Conferences</p> <p>(4) Parent Leadership Academy (Teachers will provide presentations at meetings)</p> <p>(5) Parent Open House (Every 2nd Tuesday of the month)</p> <p>(6) Weekly Parent Engagement (Tuesdays 2:20-3:40PM)</p> <p>All of the above activities will provide articulation with parents and staff on how to learn how to support our children in the school as well as the home to provide a safe and supportive learning environment.</p> <p>In addition, The Coordinator of Students Affairs, The Substance Abuse Prevention Intervention Specialists (SAPISWorker), The Guidance Counselor as well as The Attendance Teacher will provide incentives and school-wide activities which will support Supportive Environment which will help establish a school culture where students feel safe, supported and challenged by their teachers and peers.</p> | | | Specialists, Guidance Counselor |
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Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|---|------------------|---|-------------------|--|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>The funding to be used to support "Supportive Environment" includes our Coordinator of Students Affairs (COSA), our Substance Abuse Prevention Intervention Specialists (SAPIS Worker) as well as our Guidance Counselor. We will use Tax Levy, Title I-SWP, Title II-Part A and Title III-Part-A funds to support school-wide projects, incentives and initiatives.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>By February 2016, there will be a 5% decrease in incidents as measured by OORS data.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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.

As indicated on our 2014-2015 School Quality Snapshot, in ELA 19% of students met State standards on the State English Test. In Mathematics 16% met State standards on the State Math. Teachers rated "Fair" in how well they work together.

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 be involved in collaboration planning and professional development as measured by attendance, unit plans and assessments developed at the team level.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Teachers will be involved in a formal protocol for process inquiry work amongst teacher teams and professional learning</p> | <p>All Teachers</p> | <p>Monthly Sept. 2015- June 2016</p> | <p>Principal and Assistant Principals</p> |

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| <p>committees that will include templates for looking at student work, agendas and gathering work samples.</p> <p>Teachers will work on developing more coherent and cohesive teacher teams so that practices are cohesive across all content areas.</p> <ul style="list-style-type: none"> • Teachers will incorporate "Formal Protocol" for Professional Learning Communities to review student errors from assessments and use that data to address student weaknesses through teacher-directed, RTI strategies • This process will include: agendas, foci, and current Response to Intervention. • Teachers will use data from State assessments to inform planning and instruction; understand item and skills analysis and establish a process of inquiry. • Delivery of Instruction will be based on NY assessment data and MOSL results. • Accessibility to data will be provided to all staff and teachers. • Teachers will plan horizontally and vertically to ensure cohesive instruction. <p>Teachers will differentiate instruction and student groupings according to New York State Assessments, teacher generated tests, unit test/quizzes, and MOSL fall and spring assessments.</p> | | | |
| <p>Teachers will use Depth of Knowledge, Trade Articles and The Danielson Framework for in-house PD sessions to learn more about designing deeper questioning, collaborative team learning cycles and lesson plans based on the Common Core Learning Standards.</p> | All Teachers | Monthly Sept. 2015- June 2016 | Principal and Assistant Principals |
| <p>Teachers will participate in professional development which teach strategies for teaching ELLs which will inform instruction and provide scaffolding for ELLs in all grades and classrooms including sharing best practices to work with ELLs and Students With Disabilities.</p> | All Teachers | Monthly Sept. 2015- June 2016 | ESL Teacher, Special Education Teachers and All General Education Teachers |
| <p>Teachers will explicitly state learning objectives and outcomes in all content areas teachers; mapping out a scope and sequence using a principle developed template that includes content, skills, end of unit tasks, additional resources, and Common Core Learning Standards.</p> | All Teachers | Monthly Sept. 2015- June 2016 | Principal, Assistant Principal and All Teachers |

Part 4 – Budget and Resource Alignment

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

The funding to support this goal includes the following: Substitute funding for teachers to attend professional development, class libraries and purchase of curriculum materials.

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

| X | Tax Levy | X | Title I SWP | | Title I TA | X | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|---|------------------|---|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | 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, a teacher survey will reflect that 65% of teachers will participate in inter-visitations across grade levels and disciplines as measured by attendance sheets and reflective feedback.

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.

School leaders consistently communicate high expectations and other elements of the Danielson Framework for teaching to the entire staff and provide training for the staff with a system of accountability for those expectations. School leaders continue to communicate the expectations that are connected to a path to college and career readiness and offer on-going feedback to help families understand student progress towards those expectations.

- The Principal will support the development of the teachers with effective feedback and next steps from frequent cycles of classroom observations.
- The School and Leader will provide analysis of student work/ data that will help direct teacher instruction.
- The Principal will examine student achievement data to identify trends and sub-group needs in order to apply strategic curricular and instructional adjustments across classrooms and grades.
- The Principal will generate a template for teacher teams and Professional Learning Committe.

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, there will be at least a 5% increase in student achievement moving students from levels 2 to level 3 on the spring administration New York State 2016 English Language Arts and Mathematics assessments as a result of teacher attendance at professional development, teacher inter-visitations, increased use of technology and effective feedback and next steps from frequent cycles of classroom observations.

Part 3 – Action Plan

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| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>The Principal and Assistant Principals will attend professional development opportunities that are offered through The Superintendent, The Principal Leadership Facilitator as well as the Department of Education.</p> | <p>Principal</p> | <p>Sept. 2015- June 2016</p> | <p>Principal and Assistant Principals</p> |
| <p>The Principal and Assistant Principals will conduct on-going observations and formalize inquiry team meetings to make them more ritualized. The Principal will stimulate and retain high performers and provide mentors to teachers new to the profession.</p> | <p>Principal, All Teachers</p> | <p>Sept. 2015- June 2016</p> | <p>Principal, Assistant Principals</p> |
| <p>The Principal and Assistant Principals will provide teacher supports and training by way of meaningful PDs in order to improve instructional practices and programs that can be used to improve student performance. The principal and Assistant Principals will facilitate teacher visitations and teacher inter-visitations. increasing the use of technology to motivate and engage students (ie. BYOD – Bring Your Own device Program).</p> | <p>Principal, All Teachers</p> | <p>Sept. 2015- June 2016</p> | <p>Principal, Assistant Principals</p> |
| <p>The Principal and Assistant Principals will increase the use of technology to motivate and engage students by incorporating "The Bring Your Own Device Program" to classrooms across the grades.</p> | <p>All Teachers</p> | <p>Sept. 2015- June 2016</p> | <p>Principal, All Teachers</p> |

Part 4 – Budget and Resource Alignment

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|--|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|---|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>The funding to support this goal includes the following: Substitute funding for teachers to attend professional development, class libraries and purchase of curriculum materials.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | X | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
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By February 2016, there will be a 3% increase in students moving from level 2 to 3 as measured by The Beginning of the Year MOSL assessment.

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

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

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

Part 1 – Needs Assessment

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

In terms of Parent Involvement According to the Framework For Great Schools Report, we received a raw score of 50. In terms of Parent Involvement in the school, we received a raw score of 40.

We pride ourselves in supporting families and communicating high expectations for all families by way of emailing, sending newsletters, brochures, phone calls using messenger system, and conferences. We communicate to our families all students can achieve at high levels. Through the school-home connection, a clear vision of goals for high student achievement is articulated to families. The entire school community is held accountable for student learning and achievement

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 2015, 100% of parents will have participated in at least one school event as measured by attendance sheets, parent articulation logs and fall/spring parent surveys.

Part 3 – Action Plan

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| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Monthly School Calendar will be generated and sent home to families to alert them of school-wide events.</p> | <p>Parents</p> | <p>Monthly Sept. 2015- June 2016</p> | <p>Principal, Assistant Principals, Coordinator of Student Affairs</p> |
| <p>PTA meetings will be held monthly.</p> | <p>Parents</p> | <p>Monthly Sept. 2015- June 2016</p> | <p>Principal, PTA President, Parent Coordinator</p> |
| <p>Parent Leadership Academy will be conducted to empower and inform families of curricular and structural shifts in the community, such as CCLS.</p> | <p>Parents</p> | <p>Monthly Sept. 2015- June 2016</p> | <p>Principal, PTA President, Parent Coordinator</p> |
| <p>Weekly phone calls will be made to articulate celebrations and areas of focus for students (kept on record by articulation logs).</p> | <p>Parents</p> | <p>Monthly Sept. 2015- June 2016</p> | <p>Principal, Assistant Principal and All Teachers</p> |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|---|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>The funding to support this goal includes our Coordinator of Students Affairs (COSA), our Substance Abuse Prevention Intervention Specialists (SAPIS Worker) as well as our Guidance Counselor. We will use Tax Levy, Title I-SWP, Title II-Part A and Title III-Part-A funds to support our school-wide projects, school-wide incentives and initiatives.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | X | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
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By February 2016, 100% of teachers will conduct a mid-year review to measure progress thus far.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|--|--|--|
| English Language Arts (ELA) | <ol style="list-style-type: none"> 1. Spring 2014 State Assessments 2. At Risk Students 3. Teacher referrals 4. MOSL exams 5. Parent Referral 6. ReadyGen and Code X Unit Assessments | <p>Differentiated readings</p> <p>-Accelerated Reader Program increases literacy level of each student via comprehension tests which students take on the computer. This individualized computer based customizes tests for each student.</p> <p>-SAM (Scholastic Assessment Management/Reading)</p> <p>-SMI (Scholastic Mathematics Intervention)</p> | <ol style="list-style-type: none"> 1. Small group 2. Whole group 3. Technology tutorials (one-to-one) | During the school day |
| Mathematics | <ol style="list-style-type: none"> 1. Spring 2014 State Assessments 2. Teacher referrals 3. MOSL exams 4. Parent Referral 5. Go Math and CMP3 Unit Assessments | <p>Small Group instruction provided by SETSS teacher.</p> <p>Small group instruction provided by classroom teachers during extended day program.</p> <p>Use of Math Journals, Math manipulatives and Technology via "Think Center" in the Go Math and CMP3 Programs ,</p> | One-on-one tutoring- Tier I, II & III activities, teacher guides lessons | During the school day |

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|--|--|--|--|--------------------------|
| Science | Glen Coe Fosse Science Assessments Kits | 1. Repeated readings 2. Interactive writings 3. Whole class with small group strategy lessons 4. Lab activities | Small group differentiated | During the school day |
| Social Studies | Houghton Mifflin Harcourt Holt McDougal- (Middle School Division) | 1. Repeated readings 2. Interactive writings 3. Whole class with small group strategy lessons 4. Lab activities | Small Group and one on one sessions | During the school day |
| At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>) | Community outreach referrals to psychiatric facilities evaluations & treatment. 2. Mandated counseling services provided by guidance counselor with respect to referrals 3. Peer mediation on topics such as: bullying, good touch/bad touch, and social skill. | 1. Repeated readings 2. Interactive writings 3. Whole class with small group strategy lessons 4. Lab activities | Small Group and one on one sessions | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>The strategies and activities that are done to ensure staff is highly qualified (including strategies for recruitment, retention and assignments are:</p> <ol style="list-style-type: none"> 1. Implement professional development which impacts teacher's ability to access, read and understand student data from multiple sources to ultimately help set student learning goals, monitor and modify instruction. 2. Provide ongoing feedback from observations/daily walkthroughs using teaching to improve teacher pedagogy 3. Structured and monitored teacher inter-visitations between teachers/vother schools to observe teacher practice and rigorous tasks which will positively impact student achievement 4. Offer teachers multiple opportunities to attend workshops sponsored by the District, Universities, other professional organizations and the DOE. 5. Development PD Plans which reflect teacher's professional needs (based on a professional development survey administered at the beginning of the year). <p>Introduce new ways to motivate students and provide challenging rigorous tasks.</p> |

2b. High Quality and Ongoing Professional Development

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| 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>The strategies and activities for highly quality professional development for teachers, principals, and paraprofessionals and staff that enables all students to meet Common Core State Standards (CCSS) are the following:</p> <p>Professional Development offered on Mondays 2:20-3:40PM cover a plethora of topics which include:</p> <ul style="list-style-type: none"> • How to Develop, Implement and Evaluate Rigorous Curricula to Accelerate Learning for All Students (SWD's and ELL's). |

- Effective Instructional Strategies to Meet the Needs of Diverse Learners (Differentiation)
- The Importance of Vocabulary Development
- Kininvolved: An Attendance Tracking Program
- Vocabulary Development
- Project Pupil: A Technology Based Tutorial Program
- Monthly Network Meetings for Principal
- District 5 Principal’s Institute (Monthly)
- District 5 Assistant Principals Institute (Monthly)
- Aligning CCSS, Instructional Strategies and Assessment Tools

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 plans used to assist preschool children from early childhood programs to the elementary school program includes the following activities:

1. Joint PD for Pre-school teachers with Elementary School Staff
2. Parental Involvement Activities which include Parent Leadership Academy and PTA meetings

3. Workshops aligned to the curriculum
4. Articulation - Sharing of records/information with elementary school teachers
5. Early Intervention Services which academic and social intervention services

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The decision making process that teachers participated 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:

1. School leaders attended the Advance/MOSL professional development conference in the summer
2. MOSL committee which consists of teachers and administrators was formulated in June 2015
3. Meeting was convened to set up meeting dates for school year 2015-2016
4. Environmental Rating Tool was used to assess early childhood learning

Classroom interactions between teachers and children were used to evaluate classroom organization, emotional and instructional support.

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 297,737.00 | X | Sections 5, 6 and 7 |
| Title II, Part A | Federal | 41,509.00 | X | Sections 5, 6 and 7 |
| Title III, Part A | Federal | 11,200.00 | X | Sections 5, 6 and 7 |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | 2,726,570.00 | X | Sections 5, 6 and 7 |

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) 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. The John H. Finley School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The John H. Finley School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>John H. Finley Campus School</u> | DBN: <u>05M129</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>30</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u>0</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Our school, P.S.129M provides a Transitional Bilingual Education Program and a Freestanding ESL Program based on the results of the data gathered from The Parent Home Language Survey Forms. After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parents choices of programs. A consistent trend in our survey reveals that seventy (70%) of our lower grade parents of students entering Kindergarten or First Grade are more likely to select our English as a Second Language Education Program. The purpose of our Transitional Bilingual Education Program and Freestanding ESL Program is to focus on meeting the high standards set for English Language Learners not only in literacy, but also in mathematics, science, social studies, art and technology.

The Transitional Educational Model that we implement is conducted in the student's native language, Spanish, along with intensive English language skills to ELL students whose native language is not English. We presently have one Bilingual Special Education Bridge 7/8 Class. We also offer a total of five ESL classes serving grades K-8. We have five fully certified ESL/Bilingual Teachers: two (2) fully licensed certified bilingual teachers, two (2) fully licensed certified bilingual special education teachers and one (1) fully licensed certified ESL teacher in 2014-2015. Next year, we will also have two (2) fully licensed certified bilingual teachers, two (2) fully licensed certified bilingual special education teachers and one (1) fully certified ESL teacher for the 2015-2016 school year.

Our English Language Learners population consists of 11.60% of our total student population, 491. The total number of ELL students is fifty-seven (57). Our ELL students receive Freestanding ESL Services through the Push-in/Pull-out model according their beginning, intermediate and/or advanced levels. These students range from grades Kindergarten to Eighth Grade. We have seventeen (17) students at the beginning level, eighteen (18) in the intermediate level, and twenty two (22) in the advanced level. Out of the four literacy modalities: Listening, Speaking, Reading and Writing, our ELL students excel in acquisition of the Listening and Speaking modalities within the first three months of the school year. In the Bilingual Transitional Program and Freestanding ESL Program students have had the most difficulty in the reading and writing concentrations of the NYSESLAT. However, based on ESL Teacher assessments, ELL Interim Assessments, Accelerated Reader Program, and Teacher articulation, our students are becoming proficient in these modalities also.

The rationale for our Title III program is to further enhance our ELL's language acquisition by developing all four modalities: listening, speaking, reading and writing. In addition, Title III funds will be used to improve teaching and learning in core subject areas, to support and to increase graduation rates among our ELLs students. Materials will be purchased from Santillana Intensive English, RosettaStone CDs and DVDs levels 1 through 5, Sylvan Learning Super Reading Success, and Attanasio and Associates, Getting reading for the NYSESLAT.

Title III funds will be used for an After School Program for our English Language Learners (ELLs) students in grades three through eight (3rd - 8th) to provide supplementary services. The students' levels are beginner, intermediate, and advanced. Two licensed teachers, one bilingual teacher and one ESL teacher, will be hired to conduct these supplemental classes. Ms. Alexander, Bilingual Teacher, will offer the supplemental classes to ESL/Bilingual Students in grades 3,4, and 5. Mr. Vargas, ESL Teacher, will provide the supplemental classes to ESL/Bilingual Students in grades 6,7, and 8. The After School Program will comprise a group of 30 students. Each teacher will service a group of 15 students. The After School Program will focus on literacy, math and test taking strategies. This program will take place from the beginning of February 2015 to May 2015 twice a week (Wednesdays and Thursdays), for three hours

Part B: Direct Instruction Supplemental Program Information

from 2:30 p.m. to 5:30 p.m. This schedule will comply with the 60% used for direct instruction of the total allocation. This is the breakdown of the 60% (\$6,720) for direct instruction:

| Teachers | Hours | Days | Rate | Total |
|----------|-------|------|--------------------|------------|
| 2 | 3 | 22 | (\$50.49 x 133hrs) | \$6,715.17 |

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Part C: Professional Development

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

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

Begin description here: _

We have had several professional development sessions for all teachers in which the focus was bilingual education and ESL services. Our school plans to continue providing teachers in-school and off-site workshops and training in ESL methodologies.

The rationale is to provide support to our staff to assist ELLs students as they transition from elementary to middle school and high school in many ways. Teachers receive training during commom preps and conferences. They also are mentored by Mr. Vargas our ESL teacher, and our senior teachers who we consider to be experts educators. All professional developments are provided by the administration, outside professional agencies, and teachers of our school. In addition, we look for professional developments offered to teachers by the DOE and our Fordham University Network. So far, we plan to conduct the following Professional Development to our entire staff regarding ESL instruction and methodology following the NYS and NYC standards:

Assessment, Evaluation, and Placement of ELL students (September 2014)

ESL Methodologies and ESL instruction in the classroom (October 2014)

ESL Learning Standards (November 2014)

How to Plan Differentiated Instruction for the 4 Levels of English Literacy (December 2014)

Supporting Bilingual and ELL Needs For Standardized Tests and Beyond (March 2014)

Every time our school offers a professional development we create an agenda with a topic and the points that will be implemented on that session. We provide handouts that go along with the presentation. We take attendance that will be kept in the principal's office for future reference as part of our ESL/Bil. Program records.

-
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-
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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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: _

1) Parent Orientation Meetings in the Fall and in the Spring for the parents of newly arrived ELL students as well as regular ELL students (whether they require bilingual or ESL services). Parents will have the opportunity to ask questions regarding placement and ESL services. Topics discussed include information about the program and provide the opportunity to foster discussion about the programs and provide a space for parents to ask questions and share suggestions.

(2) Ongoing Scheduled Individual Parent Meetings between the ESL Teacher, regular classroom teacher, and parents. Scheduled meetings are either requested or scheduled on a regular basis by our school.

(3) Our Parent Leadership Academy which meets every Wednesday helps parents to navigate the Department of Education, in terms of available programs and activities offered to parents, such as ARIS Training, etc. The more knowledge the parents obtain or gain about the school system the more empowered they will become.

WORKSHOPS TOPICS

| | |
|---|--------------------------|
| <u>A) Policy and Procedures in School</u> | <u>October 09, 2014</u> |
| <u>B) Internet Safety</u> | <u>November 13, 2014</u> |
| <u>C) Family Fitness</u> | <u>December 11, 2014</u> |
| <u>D) Common Core Standards</u> | <u>January 8, 2014</u> |
| <u>E) Student Success in Test Taking</u> | <u>January 15, 2015</u> |
| <u>F) Outstanding Education Goals</u> | <u>February 04, 2015</u> |

(4) Translated Services are always provided at every meeting in Spanish as well as French, Haitian Creole and Arabic for parents who speak these languages.

(5) School Newsletter/Website – information regarding school activities is also disseminated in our School Newsletter/Website to keep parents updated on current events such as school plays, trips, assemblies and opportunities which may enhance their knowledge.

(6) Postings in the Main Lobby also provide another source of communication for our parents.

(7) Daily Informal Conversations take place everyday as children are welcomed in the morning and as they are dismissed in the afternoon.

(8) The ELL parents will be informed about the New York State standards, assessments, school expectations and general requirements that govern the Bilingual and ESL programs and the importance of parental involvement in the education of their children.

ELL parents will participate in:

- (1) In-house Assembly Programs (monthly)
- (2) Family Night (Spring)
- (3) Trips (monthly)
- (4) Parent-Teacher Conferences
- (5) Literacy Week Activities (ongoing)
- (6) ESL Classes

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-
-
-

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|-----------------------------------|--------------------------|--------------------------|
| District 05 | Borough Manhattan | School Number 129 |
| School Name John H. Finley | | |

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 Odelphia Pierre | Assistant Principal Roxieann Johnson |
| Coach None | Coach None |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor Martha Mendez |
| Teacher/Subject Area Marianela Alexander, Kgn. | Parent Marguerite Teal |
| Teacher/Subject Area Mayra Amaro, Bil. Sp. Ed. | Parent Coordinator Gwendolyn Rowell |
| Related-Service Provider Eleni Gkikas | Borough Field Support Center Staff Member type here |
| Superintendent Gale Reeves | Other (Name and Title) Miriam Luna, Attendance t |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 445 | Total number of ELLs | 52 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 52 | Newcomers (ELLs receiving service 0-3 years) | 36 | ELL Students with Disabilities | 13 |
| SIFE | 3 | Developing ELLs (ELLs receiving service 4-6 years) | 16 | Long-Term (ELLs receiving service 7 or more years) | |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | 0 | 0 | 4 | 1 | 4 | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 36 | 2 | 9 | 12 | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 2

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 _____ | | | | | | | | | 6 | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|--|---|

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 | 5 | 3 | | 4 | 2 | 4 | 7 | 4 | 9 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | 1 | 1 | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | 2 | 2 | | | 2 | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | 1 | 1 | | | 1 | | | 1 | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | | 1 | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | 3 | | 1 | | | | | | 0 |
| 5 | 3 | 1 | 1 | | | | | | 0 |
| 6 | 5 | | 3 | | | | 1 | | 0 |
| 7 | 2 | 2 | 3 | | | | | | 0 |
| 8 | 9 | 1 | 1 | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | 1 | 2 | | | | | | 0 |
| 8 | 7 | 1 | 2 | | | | | | 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) | 3 | 3 | 3 | | | | | |
| Chinese Reading Test | | | | | | | | |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The assessment tool our school uses to assess the early literacy skills of our ELLs is as follows: We use the MOSL assessment to evaluate their literacy acquisition: phonics, alphabet, oral expression, and reading abilities. El SOL basically is the same assessment, but it is conducted in Spanish. The data obtained in these assessments reflects that our ELLs are learning to read and write at grade level at a very rapid pace. This information is used to plan our future classes. The base line data is used to group students according to their levels. We also use the New York City Performance Assessment; this assessment allows teachers to plan in alignment with the common core standards and to evaluate the children's academic progress to move them to higher performance levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across the proficiency levels on the NYSITELL and NYSESLAT reveals that 90% of our Kindergarten ELL students are passing this test as soon as they take it. This is perhaps because the majority of them attend Pre-K in the United States and this facilitates the knowledge of communicating, speaking, listening, reading, and writing in the English language to pass the NYSITELL. On the other hand, newly entrants who have no prior school experience or have never been exposed to the English language when tested with the NYSITELL or NYSESLAT rank at the entering proficiency level. Our ELLs excel in acquisition of the Listening and Speaking modalities within the first three months of the school year. According to our most recent Spring 2015 NYSESLAT 26 ELL students achieved the Commanding Proficiency Level. Some of these students were Transitioning ELL students and the rest were Expanding ELLs. The Spring 2015 NYSESLAT also reveals that 21 of our ELLs are ranking at the Transitioning Proficiency Level which indicates that the majority of them will achieve a Commanding Proficiency Level on next year's NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses information about Measurable Achievement Objectives to focus on the achievement of our ELLs Subgroups : Newcomer ELLs, Developing ELLs, Long Term ELLs, SIFE, ELLs with Disabilities and Former ELLs. After analyzing the NYSESLAT data, our school plans and implement effective instructional programs to enhance the ELLs language development using the four literacy skills: speaking, reading, listening, and writing. Also the AMAO will provide information to alert schools on the students who are at risk, and this will facilitate targeted intervention for those students. According to our most recent Spring 2015 NYSESLAT 26 ELL students achieved the Commanding Proficiency Level. Some of these students were Transitioning ELL students and the rest were Expanding ELLs. The Spring 2015 NYSESLAT also reveals that 21 of our ELLs are ranking at the Transitioning Proficiency Level which indicates that the majority of them will achieve a Commanding Proficiency Level on next year's NYSESLAT.

The patterns across the NYSESLAT four modalities will affect instructional decisions as follows: As a result of analyzing the data, the teachers will: (a) use differentiated instruction, (b) use interactive guided reading, (c) use writing activities , (d) use shared reading and writing activities ,(e) read aloud to students, and (f) will incorporate in their ENL lessons The Framework for Teaching by Charlotte Danielson. Teachers will also teach students how to publish their own literacy projects such as books, poems, etc. Teachers will also plan lessons which involve collaborative writing, journal writing and independent reading. Last, but not least, the data from ongoing assessments will drive instruction.

4. For each program, answer the following:

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

a) Our English Language Learners population consists of 10.96% of our total student population. The total number of ELL students is forty-nine (49). The ELLs in the TBE and ENL program usually test out within the first three years of being in the program. Their deficiency continues to be reading and writing because they lack the appropriate vocabulary to express their thoughts and the assessments require more fluency in the English Language.. However, children who enter school in the early grades, K to 2, usually master their literacy skills within the first year of school because they are in their acquisition stage which allows them to learn to speak, listen, read, and write at a normal pace. For example, approximately 90% of the new entrants assessed in Kindergarten this Fall with the NYSITELL, passed the test. The pattern across performance levels of our ELLs attending 3, 4, 5, 6, 7, and 8 grades reveal that our students are acquiring the four literacy modalities with mastery within three years after being enrolled in the school system. We only have one TBE Special Education Eighth Grade Class. These students are faring much better in tests taken in English as compared to the native language.

b) School Leadership and teachers use the ELL Periodic Assessment data for grouping students for ELL instruction and consideration for Academic Intervention Services provided by our school. It is also used to assess their progress academically as a whole and progress of English language proficiency.

c) Recent Periodic English Language Test data for English Language Learners in grades 3, 4, 5, 6, 7 and 8 reveal that our ELL students are acquiring the four literacy modalities: reading, writing, speaking, and listening with mastery. However, the general education teachers still need to focus on applying English as a New Language (ENL) methodology that will help them excel in reading and writing especially in the upper grades. The home language (HL) is used to reinforce their literacy skills and culture. It is also used for them to understand content in all subjects (social studies, science, mathematics, arts).

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

Our school uses data obtained from our NYSESLAT Report, AMAOs, NYC ELA and Math Assessments to guide instruction for ELLs within the Response to Intervention framework for grades K - 5. Since RtI is an instructional model that aims at prevention and early intervention we include its three tiers of instructional support to match the ELLs learning needs: Tier I - A rigorous curriculum for (80%) ELLs language development. Tier II -Extra activities targeted to (5 - 10%) specific ELL students. Tier III - Individualized instruction for a small group (1 - 5%) of ELL students.

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

Both, the Transitional Bilingual Education Program and the English as a New Language is delivered as per New York State CR Part 154 units of study and staffing requirements. In the TBE Program delivery of instruction takes place in literacy and mathematics in Spanish according to the student's acquisition level. The Bilingual Teacher can reinforce concepts taught in the content area in the child's native language. The classroom library will have fifty percent (50%) of its library books in Spanish to promote literacy acquisition in the student's native language.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

We do not offer a Dual Language Program.

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

After examining the assessment results of ELLs (ELA, Mathematics, Social Studies, and Science), the pattern across proficiencies and grade levels of ELL student achievement scores is impressive. Within three years, most of our ELL students have proven to advance and acquire English language proficiency. Usually, our ELL students test-out of the ENL program by the completion of third grade. Although they become proficient in the English language, they are still closely monitored and supported through Academic Intervention Services. However, some exceptions take place in student achievement levels when a student comes from another country without any prior schooling, also referred as SIFEs. In addition, due to No Child Left Behind a constant influx of poor performing students are being transferred to our school and as a result this affects our academic achievement scores.

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.

1. At P.S. 129M, the initial identification process of those students who may possibly be ELLs is as follows: When students are registered for the first time in the public school system, parents are asked to complete the Home Language Identification Survey (HLIS), which includes an interview with the parent and student to determine the student's home language provided by the pupil accountant secretary with the assistance of Mr. Vargas, the ENL Teacher, who is fluent in Spanish. If the home language is other than English or student's home language is other than English, the ENL teacher conducts the in depth interview in English or the student's home language. We accommodate parents and students with home language support during the intake process providing a translator if the parent does not speak or understand the English language. We have two teachers who are fluent in French, Haitian Creole, and English: Ms. Sanon, Kindergarten and Ms. Flechier, Special Education. This allows us to communicate with parents whose dominant language is French. In addition, our nurse speaks three languages: English, Arabic, and French. We will also use the DOE Translation and Interpretation services provided by the Translation and Interpretation Unit, only if needed. If the student speaks a language other than English we proceed to administer NYSITELL within the first 10 school days of enrollment. If the student scores at the entering, emerging, transitioning, or expanding level the student is considered an English Language Learner (ELL). Newly identified Spanish-speaking ELLs will be administered the Spanish LAB also within the first 10 school days of enrollment. The ELL student is then placed in a bilingual education program or ESL program according to the parent's program selection (if available in our school). Mr. R. Vargas, the ENL Teacher, ensures all ELLs receive the NYSESLAT annually by verifying the NYSESLAT Eligibility Roster (RLER) and the NYSESLAT Exam History Report (RLAT) on ATS. The ELLs are assessed every spring using the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in English in the four skills of literacy: reading, writing, listening and speaking. However, if the student scores at the commanding, proficient level, the student is considered a former ELL student supported with .5 unit of ENL services for two additional years.

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).

During the initial identification process as part of the interview within 30 days of enrollment school districts are required to identify newly identified ELLs as students with interrupted/formal education in grades 3 to 9. In addition to completing the HLIS form, the ENL teacher, Mr. Vargas, must interview the new student using the SIFE questionnaire to determine if the student is two or more years below grade level in literacy and in math due to inconsistent or interrupted schooling prior to arrival in the U.S. Students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish should be administered the Literacy Evaluation for Newcomer Sife (LENS). The licensed teacher assigned to conduct the interview should also review student work samples to determine whether the new student is a SIFE.

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).

The identification process for a newly enrolled student with an IEP whose home language is other than English is based on the determination of the Language Proficiency Team (LPT). In our school, the LPT is formed by Ms. Johnson, assistant principal; Mr. Vargas, ENL teacher; Ms. Flechier, special education teacher; and the student's parent. The purpose of the LPT is to review the student's English language development. A translator will be present if needed. The LPT will determine whether the student should take the NYSITELL. If the LPT determines that the student in question is capable of second language acquisition, the student will be assessed with the NYSITELL. On the other hand, if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the LPT recommendation to not administer the NYSITELL, the NYSITELL will be administered to the student. If the principal does not accept the recommendation, then it is sent to the superintendent for evaluation. The final decision is made by the superintendent. Parents have to be notified within 3 days of the decision in the parent's preferred language.

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.

Every year in September we hold our first ELLs Parent Orientation Meeting to inform parents about the types of bilingual programs. We take advantage of this orientation meeting to distribute the entitlement and non-entitlement letters. Parents are also given surveys and program selection forms to choose the program in which they would like their child to attend. We also send the entitlement and non-entitlement letters home with the children in English and parent's preferred home language: Spanish, Arabic, French, Bengali and as needed according to future registrations. If for instance a form is not returned, the ESL teacher contacts the parents either by phone, in the morning at arrival time or during dismissal time to ensure the collection of these forms within five school days after the NYSITELL is scanned and score is determined.

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).

As per the new CR Part 154 schools must determine ELL status, do parent orientation meeting, send parent entitlement/non entitlement letters along with parent survey within 10 days. Mr. Vargas, the ENL teacher is responsible for informing parents about their right to appeal. Schools must send the entitlement letter of ELL status notification within 5 school days letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment. The letters are sent in the preferred language of the parent (Spanish, French, Arabic, Bengali) and in English. Copies of letters are filed in the ELLs records and also the ENL teacher, Mr. Vargas, maintains copies and records in a binder in the ENL classroom for reference.

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.

Parents are invited to attend informational meetings and parent orientations, Fall and Spring, to learn about the various programs: Dual Language, Transitional Bilingual Education, and English as a New Language programs. The first ELLs Orientation Meeting is conducted by our ENL Teacher, Mr. R. Vargas, and it takes place within the first 10 days of admission and we also offer ongoing meetings throughout the school year. We show a New York City Parent Orientation Video, in the parent's preferred language, about these programs and we also distribute handouts in Spanish, French, Arabic, and Bengali to better inform parents. Parents are also given surveys and choice forms in order to choose the program in which they would like their child to attend. Parents have opportunities to set up individual meetings with the Principal, Assistant Principal, our Parent Coordinator, Bilingual Teachers and the ENL teacher to further discuss their options as well. Our outreach process to inform parents who have previously chosen a TBE/DL when the program becomes available is as follow: A) we send out letters to ELL parents in their preferred language, B) we schedule a formal meeting inviting all the ELL parents, and C) Mr. Vargas, our liaison, will approach parents individually in the morning and during dismissal to explain the steps to follow.

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.

Every year in September we hold our first ELLs Parent Orientation Meeting to inform parents about the types of bilingual programs. We take advantage of this orientation meeting to distribute Parent Surveys and Program Selection forms. They complete the surveys and program selection forms in their preferred language to choose the program in which they would like their child to attend. We also send the Parent Surveys and Program Selection forms home with the children. If for instance a form is not returned, the ENL teacher contacts the parents either by phone, in the morning at arrival time or during dismissal time to ensure the collection of these forms. However, in order to comply with CR Part 154.2 if a form is not returned, the default program for ELLs in our school is ENL.

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

If for instance the Parent Survey and Program Selection forms have not been completed and returned, the ENL teacher, Mr. Vargas contacts the parents either by phone, in the morning at arrival time or during dismissal time to ensure the collection of these forms within five school days after parents are informed of all three program models at the parent orientation. If the parent does not return the form, the student must be placed in a bilingual program, if one exists at the school; otherwise the student is placed in ENL because we only have one Eighth Grade TBE Special Education Class. In addition, we have not been able to open more TBE classes due to the reduced enrollment in our school. We need 15 students who speak the same home language in the same grade to open a TBE class.

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

Every year in September we hold our first ELLs Parent Orientation Meeting to inform parents about the types of bilingual programs. We take advantage of this orientation meeting to distribute the placement notification letters. We also send the placement letters home with their child, in the parent's preferred language indicating the program in which their child has been placed. In addition, placement parent notification letters are sent out yearlong, ongoing basis as students enroll in the school.

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

Our school retains all ELL documentation in each ELL student cumulative record. In addition, we keep copies for each child in the principal's office in the ESL binder: HLIS, the Parent Survey and Program Selection Forms, placement letters, continued entitlement, entitlement and non-entitlement letters.

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.

Our school strictly follows the steps mandated on the Administration of the New York State English as a Second Language Achievement Test (NYSESLAT). The test is secured and locked in the principal's office until the day it is going to be administered. Each teacher and test coordinator will be required to sign the Test Material Security Form indicating the number of test booklets picked up and the number of test booklets returned. We select the dates and grades to be tested within the NYSESLAT administration window in the following order: first session, speaking; second session, listening; third session, reading; and last session, writing. All our ELL students, including Special Education Alternate Assessment Students, are administered the NYSESLAT. Mr. Vargas, the ENL teacher, uses the NYSITELL and NYSESLAT Eligibility Report and the LAB-R and NYSESLAT Exam History Report to ensure that every ENL student is assessed with the NYSESLAT. Children who are absent during a session of a test, will be administered the test during the make-up period. Mr. Vargas, the ENL teacher, administer the Speaking subtest while Mr. Zorrilla, the librarian, simultaneously scores it. For the Writing subtest, all of the students responses to the constructed response questions are scored by a committee of teachers, Mr. Zorrilla and Ms. Luna, attendance teacher. The ENL teacher, Bilingual teachers, or English Language Arts teachers are not allowed to score any of the constructed response questions in the student's Writing subtest booklets. In addition, the bilingual teachers: Ms. Alexander and Ms. Amaro assist the ENL teacher while administering the NYSESLAT.

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

Our school sends continued entitlement and transitional support parent notification letters to parents of students who continue to be entitled to ELL services based on the NYSESLAT with their children. We make sure we send the letters to parents no later than September 15 of the school year in which the student continues to be entitled. The letters are usually sent in the preferred language of the parent (Spanish, French, Arabic, Bengali) and in English.

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).

After reviewing our Parent Surveys which are available in their native language, we set up services according to ELL student needs and parent choices of programs. Ample supplies of surveys are kept available in various languages. A consistent trend in our survey reflects that eighty (80%) of our lower grade parents of students entering Kindergarten or First Grade are more likely to select our ENL Program. Our parents' requests for specific programs are honored by the school as much as possible. We offer Transitional Bilingual Education and English as a Second Language. Although presently, we do not have the Bilingual Dual Language Program, we make every attempt to honor parent's request. In order to build further alignment between parent choice and program offerings, P.S. 129 has had ELL parent orientation meetings, as well as ongoing information meetings to foster discussion about the programs and provide a space for parents to ask questions and share suggestions. We also communicate to parents through our school newsletter, school postings in the Main Lobby and daily articulation with parents throughout the day.

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.

We implement both, the Integrated and Standalone Models in our school. The ENL teacher implements the Integrated Model to service Kindergarten, first, second and third graders. The Integrated Model is implemented in lower grades as part of a collaborative program delivered through the content areas: English Language Arts, Math, Science, and Social Studies. The ENL teacher, Mr. Vargas, delivers instruction for ELLs implementing the Stand-alone ENL program to develop English language skills so that students can succeed in core content courses. The ENL teacher plans with the general education and special education teachers to ensure curricular alignment and continuity of instruction. The ENL Model is implemented with the fourth, fifth, sixth, seventh, and eighth graders. The students are grouped homogeneously according to their proficiency level.

- b. TBE program. *If applicable.*

We only offer one Eighth Grade Special Ed. TBE Class due to a low register. Based on the number of student enrollment, (which must be at least fifteen or more sharing the same home language), a transitional bilingual class will be formulated where a licensed Bilingual instructor will instruct students. The TBE program is designed so that students develop conceptual skills in their home language as they learn English. At the entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English.

- c. DL program. *If applicable.*

We do not offer a DL program.

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)?

Our school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program. Also, by closely monitoring student's attendance, instruction via teacher observation by the Principal and Assistant Principals, review of lesson plans and monitoring attendance at parent meetings. Explicit ENL, ELA, and HLA instruction is delivered in each program through content area instruction.

ENL Proficiency Levels Minutes per Week:

Entering 360 minutes, Emerging 360 minutes, Transitioning 180, Expanding 180, Commanding 90 minutes

ELA is delivered in the TBE Program through guided reading, shared reading, silent reading, reading aloud, hands-on projects, cooperative learning, charts, graphic organizers, visual aids, technology: computers provide students the opportunity to practice listening, reading, writing and speaking and language development. In the ENL Program ELA is delivered using ENL methodologies.

ELA in TBE Proficiency Levels Minutes per Week:

Entering 360 minutes, Emerging 360 minutes, Transitioning 180 minutes, Expanding 180 minutes, Commanding 90 minutes

HLA in TBE Proficiency Levels per Week:

Entering 360 minutes, Emerging 360 minutes, Transitioning 180, Expanding 180, Commanding 0 minutes

Delivery of instruction takes place in literacy and mathematics in Spanish according to the student's acquisition level. The Bilingual Teacher can reinforce concepts taught in the content area in the child's native language. The classroom library will have fifty percent (50%) of its library books in Spanish to promote literacy acquisition in the student's native language.

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.

Both programs (TBE, ENL) implement English language skills development and content area instruction through the use of ENL methodologies to ensure that ELL students meet the standards and pass the required state assessments, ELA, NYSITELL, and/or NYSESLAT. The materials we use in Math, Social Studies, and Science in our TBE Program are in Spanish and/or English according to the student's acquisition level. The Bilingual Teachers reinforce concepts taught in Math, Social Studies, and Science using Sheltered English Instruction, The SIOP Model, to enhance their language acquisition using meaningful materials, such as books, manipulatives, charts, cards, audio-visual aids, technology, illustrations, graphics, and maps.

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

We ensure that our ELLs are appropriately evaluated in their native language by having teacher tests and State Assessments available in Spanish, since our Transitional Bilingual Program is offered in English and Spanish.

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

We ensure that our ELLs are appropriately evaluated in all four modalities (speaking, listening, reading, and writing) of English acquisition throughout the year using an array of assessments. We use informal (teacher observations and peer support) and formal assessments such as NYSESLAT, NYSITELL, ELA and Math NYS Tests (once a year), periodic assessments, baseline assessments, teacher made tests (monthly), MOSL (twice a year), Ready Gen, Core Knowledge Language Arts, and Go Math (ongoing). Teachers will also plan lessons which involve collaborative writing, journal writing and independent reading. Last, but not least, the data from ongoing assessments will drive instruction.

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

In order to meet the needs of our ELLs subgroups we differentiate instruction by using numerous ESL methodologies, such as scaffolding, teacher collaboration, conferencing, and tutoring.

a) We continuously look for instructional materials that would service our SIFE students. We have trained our high-quality teachers of ELLs to work with SIFE students using current ENL strategies and differentiated instruction which will lead to student achievement. We will use alternative assessment options such as portfolios and tailor the curriculum to meet SIFE students needs.

b) In order to meet the needs of our ELL students who are newcomers, (less than three years) we will provide various options for instruction: Transitional Bilingual Educational, ENL Push-In/Pull-Out Program, Morning Skills Period Tutorial, The Accelerated Reader Program and After School Tutoring Program. Explicit ENL instruction is delivered in each program through content area instruction. Additionally, because NCLB now requires ELA testing for ELLs after one year, we will tutor the new entrants during Morning Tutorials, 8:30am - 9:00am in order to accelerate their language acquisition abilities.

c) Our plan for Developing ELLs receiving service 4 to 6 years is to create an educational plan where the principal, assistant principals, literacy coach, teachers and ESL teacher all collaborate using differentiated instruction to enhance their

English proficiency. We will analyze the NYSESLAT Combined Modality Report to determine which literacy skill: reading, writing, speaking, listening, the student needs the most help.

d) Our reduced number of long term ELLs will have teachers provide instruction using ENL methodologies on a daily basis in a small class setting in order to become proficient on the NYSESLAT and ELA assessments. Teachers will receive Professional Development and participate in training to learn how to meet the needs of ELL students and differentiate instruction for all learners. We will also train parents to assist their children with English language acquisition skills at home.

e) Former ELLs, up to two years after existing ELL status, will receive .5 unit (90 minutes) of service per week of integrated ENL in ELA/Content Area to support their language development and academic progress. This task is going to be accomplished using differentiated instruction in order to enhance their reading and writing skills. The ultimate goal is that the former ELLs could function in a mainstream classroom as any English proficient student, where they could express their ideas, both, in spoken language or in written form with fluency. All our ELLs and Former ELLs receive time and a half when testing during state tests. They are grouped by grade and are assessed by a licensed teacher.

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.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of his/her enrollment, our school will ensure that the academic progress of this new ELL will not be adversely affected in any way. Our qualified TBE and ENL teachers will support this new student initial adaptation to either the TBE or ENL Programs. The ENL teacher will use different ENL methodologies to teach the new ELL: read a loud, silent reading, pair reading, peer tutoring, one on one instruction, differentiation, and scaffolding. In addition, the principal must review the re-identification process within 6-12 months to ensure that the student's academic progress has not been adversely affected by the determination. If it is determined that the new ELL has been affected adversely, the principal must provide support services to the student and may reverse the determination.

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

Our teachers of ELL-SWDs use ESL instructional strategies, such as scaffolding, sheltered instruction, and grade level materials to both provide access to academic content areas and accelerate English language development. The materials are selected based on information gathered from data obtained from the NYSESLAT, ELA, as well as school based periodic assessments. Children identified as having special needs receive support within the Bilingual Special Education class and the ENL teacher through the Push-In model. Our Special Education Support Service Teacher provides direct instruction in a small group setting conducive to learning.

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

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The ENL teacher provides direct instruction to ELL students having special needs using ENL methodologies, while the Special Education Support Service Teacher provides supplemental reading, writing and mathematics instruction. The Special Education Bilingual Teacher provides additional training in reading, writing and mathematics using the Wilson and Foundations Programs. We also have assistant teachers who work on a one to one basis with individual students as mandated on their IEPs. In addition, our school ensures that flexible programming is used to maximize time spent with non-disabled peers by mainstreaming our ELL-SWDs in certain academic programs e.g. Math, Language Arts, Technology, and Physical Education. All our ELL-SWDs are included in our school wide extracurricular activities. During Faculty Conferences and Professional Developments flexible programming for ELL-SWDs are discussed among regular education teachers, special education teachers, ENL teachers and bilingual teachers.

Chart

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

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

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|--|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 Dually 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.

Chart

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

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

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

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

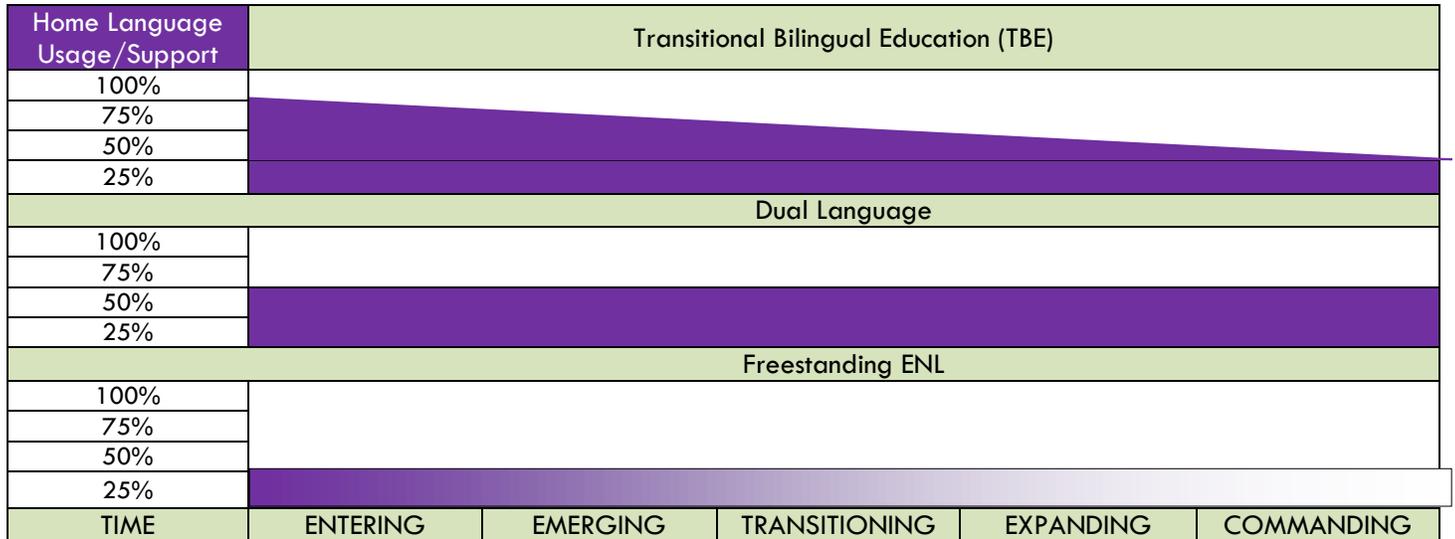


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. P.S.129's targeted intervention programs for ELLs in ELA, Math, and other core content areas focus on meeting the high standards set for our English Language Learners in literacy and mathematics. Our goal in ELA is to provide reading instruction to ELL students, according to their proficiency level (entering, emerging, transitioning, expanding, and commanding) using the Ready Gen, K - 5, and Code X, 6 - 8, Reading Programs. Reading and writing strategies will be taught in all content areas. Entering and emerging ELLs will have explicit instruction in phonics and phonological awareness so they can identify sounds and combine them into words. Our transitioning and advanced ELLs will be offered literacy classes aligned with the common cores in our school's morning tutorial period.

Our Math goal is to decrease by at least 25% the number of ELLs who are not meeting the proficiency standards on math. The math curriculum will be aligned vertically between the math levels using Go Math, K - 5, and CMP3, 6 -8. Struggling students will receive math tutoring in small groups with a trained Math Teacher. Intervention math software will be purchased as well as increasing utilization of computer labs to further enhance the ELLs Math skills. The ENL Teacher plans collaboratively with the classroom teacher implementing academic rigor to further develop ELL's achievement levels across the content areas. The ENL teacher also reviews student portfolios with the classroom teacher as well as with the ELL student during articulation to make assessments and drive instruction. We also offer a ENL Program where students are grouped homogenously according to their NYSITELL or NYSESLAT levels. Their Native Language, Spanish, is used to instruct our Special Ed. Bilingual 8th Grade Class following the CR Part 154 mandates. It is used to support the students' native language and culture as an instrument to teach the content areas and to reinforce students' understanding of new concepts taught.

Our targeted intervention in social studies for our ELLs includes ESL methodologies implemented by a certified social studies teacher and the ENL teacher in the Integrated ENL program. The ELLs are grouped heterogeneously where they participate and share information demonstrating their understanding about the history of the world and the United States. We use the Social Studies New York City Curriculum which address New York State Social Studies Standards.

In science we implement the Foss Curriculum with our ELLs which goes from K to 8th. This curriculum addresses the New York State Science Standards. Our targeted intervention in science for our ELLs includes ESL methodologies implemented by a certified science teacher and the ENL teacher in the Integrated ENL program. The ELLs are grouped heterogeneously where they have the opportunity to learn real science. The ELLs learn hands-on science which is beneficial for the acquisition of English as a New Language by speaking, listening, reading, writing and interacting.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective and the data from formal and informal assessments indicate that our ELLs are meeting the needs in both content and language development. The data from ongoing assessments NYSESLAT, NYSITELL, ELA and Math NYS Tests (once a year), periodic assessments, baseline assessments, teacher made tests (monthly), MOSL (twice a year), Science and Social Studies Assessments, Ready Gen, Core Knowledge Language Arts, and Go Math (ongoing) is reviewed four times a year by our school's cabinet: administrators, ENL teacher, TBE teacher, parent coordinator, and other staff. Teachers will also plan differentiated lessons which involve collaborative writing, journal writing and independent reading to futher enhance our ELLs language development. Every time we meet during professional development, during informal and formal observations all our teachers are made aware that they are teachers of ELLs and that our ELLs are included in every activity and lesson conducted in our school.
12. What new programs or improvements will be considered for the upcoming school year?
- A Dual Language Program will be considered for the upcoming school year. Of course it will be implemented once parents choose this option and funds are available.
13. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue our present Special Education Transitional Bilingual and English as a New Language Programs for ELLs. Unfortunately, we only offer one Eighth Grade Special Ed. TBE Class due to a low register. Based on the number of student enrollment, (which must be at least fifteen or more sharing the same home language), a transitional bilingual class will be formulated where a licensed Bilingual instructor will instruct students. The TBE program is designed so that students develop conceptual skills in their home language as they learn English.

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

In our school, all the ELL children are offered equal opportunities to participate in all school programs. We offer two After School Programs: YMCA for elementary students and Harlem Commonwealth Council (HCC) for the middle school students. The After School Programs are available from Mondays to Fridays from 2:30pm to 5:30pm. The ELL students are grouped heterogeneously with monolingual students, offering them an opportunity to share, socialize, and learn in a diversified environment. In our After School Program, the ELL children not only do curricular activities, such as reading and their homework, but they also have extracurricular activities such as music lessons, arts and craft, dance, technology, and sports.

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.

Our teachers use many educational resources and strategies when instructing the ELL's and the entire classroom population. We use the Balanced Literacy Program which includes reading books at all levels, Reading Textbooks in the content areas, The Accelerated Reader Program, The Go Math (K - 5) and CMP3 (6 - 8) Mathematics Programs, Social Studies and Science textbooks, Technology through the use of computers and specific software programs, participation in our Band/Orchestra, Sports activities, Visual Arts aids, Listening Centers, Big Books, Clearly Labeled/Leveled Libraries, Word Walls, Charts, Overhead Projectors and use of Kaplan, Leap Frog, and Santillana Programs.

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

Home Language support is offered in various ways. In the TBE Program delivery of instruction takes place in literacy and mathematics in Spanish according to the student's acquisition level. The Bilingual Teacher can reinforce concepts taught in the content area in the child's native language. The classroom library will have fifty percent (50%) of its library books in Spanish to promote literacy acquisition in the student's native language. As students progress and their levels improve, the amount of English instruction increases and the amount of Spanish instruction decreases. Our ELL students are serviced by their language proficiency level. Students are serviced using the Integrated ENL Model through the content areas: English Language Arts, Math, Social Studies, science and English Language development instruction from a dually certified teacher or two certified teachers. Upper grade ELL students are serviced using the Stand-alone English as a New Language Model in which students receive instruction in order to acquire the English language needed for success in core content courses.

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

The resources and services offered in our school correspond with the ELLs' ages and grade levels. Our reading books are leveled, meaning that the students will always have enough resources at their reading level. In addition, we make sure each ELL has a ENL text book that matches their reading proficiency: entering, emerging, transitioning, expanding and commanding.

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).

When students are registered, throughout the school year, parents are invited to attend informational meetings and parent orientations to learn about the various programs: Dual Language, Transitional Bilingual Education, and English as a New Language programs. We also invite parents and their newly enrolled ELLs to stay in school for one full day to be part of a series of activities, such as touring the school building, the cafeteria, the auditorium, gymnasium, and the playground. The newly enrolled ELL is offered coloring paper, crayons/pencils to draw, books to read, and access to a computer the same day that he/she is registered. Mr. Vargas, the ENL teacher; Ms. Mendez, school counselor; and Ms. Rowell, parent coordinator are responsible for introducing the parents and newly enrolled ELLs to the teachers, so they can feel welcome.

19. What language electives are offered to ELLs?

The only language elective we offer to ELLs is Spanish, other than that everyone is mandated to take English.

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:

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.)

We have had several professional development sessions for all teachers in which the focus was bilingual education and ENL services:

- A) Accelerated Reading Program for ELLs September 21, 2015
- B) Curriculum Mapping for English Language Learners September 28, 2015
- C) Professional Responsibilities: Assessments and Placement of ELLs October 5, 2015
- D) MOSL Assessments: Testing Criteria for ELLs October 26, 2015

Our school plans to continue providing teachers in-school and off-site workshops and training in ENL methodologies.

- E) ESL Methodologies and ENL instruction in the classroom (November 2015)
- F) ESL Learning Standards (December 2015)
- G) How to Plan Differentiated Instruction for the 4 Levels of English Literacy (January 2016)
- H) Supporting Bilingual and ELL Needs For Standardized Tests and Beyond (March 2016)

Every time our school offers a professional development we create an agenda with a topic and the points that will be implemented on that session. We provide handouts that go along with the presentation. We take attendance that will be kept in the principal's office for future reference as part of our ENL/Bil. Program records.

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?

The following professional developments will be offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards:

- A) Translating Theory to Practice to meet Challenges of the Common Core State Standards
- B) Fundamental Elements of Classroom Instruction and Effective Pedagogy for ELLs
- C) Response to Intervention: Creating an RtI Model for ELLs' Academic Success
- D) The Common Core: Supporting Social and Academic Language Development 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?

We provide support to our staff to assist ELLs as they transition from elementary to middle school in many ways. Teachers receive training during common preps and conferences. These are some of the activities that we implement in our school: conferencing, co-teaching, modelling, curriculum mapping, scaffolding, peer tutoring, implementing ENL methodologies, and parent's participation. They also are mentored by our our senior teachers who we consider to be experts educators.

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.

The following professional developments will be offered to bilingual/ENL teachers and our entire staff as part of the 15% minimum required professional development hours for all teachers:

- A) Translating Theory to Practice to meet Challenges of the Common Core State Standards
- B) Fundamental Elements of Classroom Instruction and Effective Pedagogy for ELLs
- C) Response to Intervention: Creating an RtI Model for ELLs' Academic Success
- D) The Common Core: Supporting Social and Academic Language Development of ELLs

So far, we plan to conduct the following Professional Development to our bilingual/ENL teachers regarding language acquisition in alignment with core content area instruction as part of the 50% required professional development hours:

- Assessment, Evaluation, and Placement of ELL students (September 2015)
- ESL Methodologies and ENL instruction in the classroom (November 2015)
- ESL Learning Standards (December 2015)
- How to Plan Differentiated Instruction for the 4 Levels of English Literacy (January 2016)
- Supporting Bilingual and ELL Needs For Standardized Tests and Beyond (March 2016)

Every time our school offers a professional development we create an agenda with a topic and the points that will be implemented on that session. We provide handouts that go along with the presentation. We take attendance that will be kept in the principal's office for future reference as part of our ENL/Bil. Program records.

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?

Mr. Vargas, the ENL Teacher will plan and provide one annual meeting with parents of ELLs in the auditorium of our school to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. This individual meeting for parents of ELLs will be scheduled on the first week of June 2016. This additional meeting will include other school staff and administrators: Ms. Pierre, principal; Ms. Amaro, Special Education TBE teacher; Ms. Mendez, school counselor and Ms. Rowell, parent coordinator to inform and support parents about their children academic progress. A translator will be provided if the parent does not speak or understand the English language. Mr. Vargas, Ms. Amaro, and Ms. Mendez are fully bilingual in English and in Spanish. We have two teachers who are fluent in French, Haitian Creole and English. This allows us to communicate with parents whose dominant language is French. In addition, our nurse speaks three languages: English, Arabic, and French.

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

Records for our annual individual meetings with ELL parents as well as outreach communication, in the parent's preferred language, to ensure parent needs are accommodated will be kept on file in the principal's office and also copies will be kept in the ENL classroom. Every time our school conducts a meeting, we create an agenda with a topic to be discussed, and we take attendance. We provide handouts that go along with the presentation. A translator will be provided if the parent does not speak or understand the English language. Mr. Vargas, Ms. Amaro, and Ms. Mendez are fully bilingual in English and in Spanish. We have two teachers who are fluent in French, Haitian Creole and English. This allows us to communicate with parents whose dominant language is French. In addition, our nurse speaks three languages: English, Arabic, and French.

1) Parent Orientation Meetings in the Fall and in the Spring for the parents of newly arrived ELL students as well as regular ELL students (whether they require bilingual or ENL services). Parents will have the opportunity to ask questions regarding placement and ESL services. Topics discussed include information about the program and provide the opportunity to foster discussion about the programs and provide a space for parents to ask questions and share suggestions.

(2) Ongoing Scheduled Individual Parent Meetings between the ENL Teacher, regular classroom teacher, and parents. Scheduled meetings are either requested or scheduled on a regular basis by our school (phone calls on Tuesdays).

(3) Our Parent Leadership Academy which meets every Wednesday helps parents to navigate the Department of Education, in terms of available programs and activities offered to parents, such as adult education, ENL classes for parents, After School Programs, etc. The more knowledge the parents obtain or gain about the school system the more empowered they will become.

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

Both, our regular education and ELL's parents participate in our school affairs. Many parents volunteer on a regular basis. They assist teachers in the classroom, e. g. bulletin boards, family night, mother-son dance, father-daughter dance, perfect student assembly, student of the month, and/or when their children go on trips. Our ELL Parents are actively engaged in our Parent Teacher Association and in our Parent Leadership Academy. We have an excellent translation service in place. Many of our staff are fully bilingual in English and Spanish. We translate all our letters from English to Spanish. Two teachers are fully bilingual in English and French. They translate our letters to ELL parents whose preferred language is French. Our nurse speaks French and Arabic. She translate our letters to ELL parents whose preferred language is Arabic. We can also find translated documents into Arabic, Bengali, Chinese, French, Haitian Creole, korean, Russian, Spanish, and Urdu at NYC DOE Intranet. Last but not least, we will use the written translation services provided by the DOE Translation and Interpretation Unit, only if needed.

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

In order to maximize the learning and achievement levels of our diversified school population, we continue to collaborate with the educational and civic establishments within our community. Columbia University, Fordham University, and CCNY, which is adjacent to our school, are used to infuse services of student field workers and tutors, and special programs directed at public schools.

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

Based on the Home Language Information Survey Form, parents are opting for the ENL Program due to the urgency of their children to learn English quickly and become assimilated to the American culture. Our parents' requests for specific programs are honored by the school as much as possible. We offer Transitional Bilingual Education and English as a Second Language. Although presently, we do not have the Bilingual Dual Language program, we make every attempt to honor parent's request. The role of our parent coordinator, Gwendelyn Rowell, is to serve as liaison to parents to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660. She serves as a facilitator to increase parent involvement in the school community.

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

In order to build further alignment between parents and our school, P.S. 129 has had ELL parent orientation meetings, as well as ongoing information meetings. A monthly calendar of events in Spanish and in English is given to parents in order to foster discussion about the programs and inform parents what their children are learning. These meetings also provide a space and forum for ELL parents to ask questions and share suggestions. We also communicate to parents through our school newsletter, school postings in the Main Lobby and daily articulation with parents throughout the day. We have an excellent translation service in place. Ms. Sanon and Ms. Flechier will translate our school calendar into French, and Nurse Abdi will translate our school calendar into Arabic. Last but not least, we will use the written translation services provided by the DOE Translation and Interpretation Unit, only if needed.

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.

We would like to clarify that we only have one 8th Grade Special Education TBE Class with six students: 4 ELLs and 2 Former ELLs. Based on the number of student enrollment, which must be at least fifteen or more sharing the same home language, a transitional bilingual class will be created in the future.

School Name: John H. Finley

School DBN: 05M129

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) |
|---------------------------|---|-----------|-----------------|
| Odelphia Pierre | Principal | | |
| Roxieann Johnson | Assistant Principal | | |
| Gwendolyn Rowell | Parent Coordinator | | |
| Ramon Vargas | ENL/Bilingual Teacher | | |
| Marguerite Teal | Parent | | |
| Marianela Alexander, Kgn. | Teacher/Subject Area | | |
| Mayra Amaro | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Martha Mendez | School Counselor | | |
| Gale Reeves | Superintendent | | |
| | Borough Field Support Center Staff Member _____ | | |
| Miriam Luna | Other <u>Attendance Teacher</u> | | |
| Eleni Gkikas | Other <u>Related Service Prov</u> | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05** School Name: **129**
Superintendent: **Gale Reeves**

Before you begin, please check the following:

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

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

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

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

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

At P.S. 129M, when students are registered for the first time in the public school system, parents are asked to complete the Home Language Identification Survey (HLIS) provided by the pupil accountant secretary with the assistance of Mr. Vargas, the ENL Teacher, to assess language preferences of the parent community for both written and oral communication. In addition to the HLIS, we collect data using ATS Report of Preferred Languages, Blue Cards, and Teacher Surveys. If the home language is other than English or student's native language is other than English, the ENL teacher conducts the informal interview in English or the student's native language. Using the Home Language Identification Survey we determine the primary language spoken by each parent and their children. This information is recorded and maintained on each student's emergency card, Home Language Identification Survey, and on the New York City DOE ATS Data Base. Parents are invited to attend informational meetings and parent orientations within the first ten days of school enrollment, Fall and Spring, to learn about the various programs: Dual Language, Transitional Bilingual Education, and English as a New Language programs. Translated services are always provided at every meeting in Spanish as well as French, Haitian Creole and Arabic for parents who speak these languages and for all parents in school community who need language translation and interpretation support. We show a New York State Video about these programs in the parent's preferred language, and we also distribute handouts to better inform parents. Parents are also given surveys and choice forms in order to choose the program in which they would like their child to attend. Parents have opportunities to set up individual meetings with the Principal, Assistant Principal, our Parent Coordinator, Bilingual Teachers and the ENL teacher to further discuss their options as well, in their preferred language. After reviewing our Parent Surveys which are available in their preferred language, we set up services according to ELL student needs and parent choices of programs. Ample supplies of surveys are kept available in various languages: Spanish, French, Chinese, Arabic, Bengali, among others.

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.

P.S. 129M parents' preferred languages for both written and oral communication are English, Spanish, Arabic, French, Bengali, and Chinese.

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.)

Our school, P.S. 129M always translate every document that will be distributed to families (ELLs and Non-ELLs) throughout the school year:

Monthly School Calendar, newsletters, notices, parent-teacher conference announcements, after-school notifications, NYS Assessments Dates, school curriculum, class curriculum, parent orientation meetings, PTA notices/Letters, school leadership agendas, school menu, monthly trips, placement letters, Home Language Survey Forms, school surveys

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

Parent Orientation Meetings in the Fall and in the Spring for the parents of newly arrived ELL students as well as regular ELL students (whether they require bilingual or ENL services) and Non-ELLs Parents. Parents will have the opportunity to ask questions regarding placement and ENL services. Topics discussed include information about the program and provide the opportunity to foster discussion about the programs and provide a space for parents to ask questions and share suggestions.

(2) Ongoing Scheduled Individual Parent Meetings between the ENL Teacher, regular classroom teacher, and parents. Scheduled meetings are either requested or scheduled on a regular basis by our school.

(3) Our Parent Leadership Academy which meets every Wednesday helps parents to navigate the Department of Education, in terms of available programs and activities offered to parents. The more knowledge the parents obtain or gain about the school system the more empowered they will become.

WORKSHOPS TOPICS

| | |
|------------------------------------|-------------------|
| A) Policy and Procedures in School | October 14, 2015 |
| B) Internet Safety | November 11, 2015 |
| C) Family Fitness | December 16, 2015 |
| D) Common Core Standards | January 13, 2016 |
| E) Student Success in Test Taking | February 10, 2016 |
| F) Outstanding Education Goals | March 09, 2016 |

(4) School Newsletter/Website – information regarding school activities is also disseminated in our School Newsletter/Website to keep parents updated on current events such as school plays, trips, assemblies and opportunities which may enhance their knowledge.

(5) Postings in the Main Lobby also provide another source of communication for our parents.

(6) Daily Informal Conversations take place everyday as children are welcomed in the morning and as they are dismissed in the afternoon.

(7) The ELL parents will be informed about the New York State standards, assessments, school expectations and general requirements that govern the Bilingual and ENL programs and the importance of parental involvement in the education of their children.

ELL parents will participate in:

- (1) In-house Assembly Programs (monthly)
- (2) Family Night (Spring)
- (3) Trips (monthly)
- (4) Parent-Teacher Conferences
- (5) Literacy Week Activities (ongoing)
- (6) ENL Classes

Part C: Providing Language Assistance Services

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

Our parents' preferred second language is Spanish. Mr. Vargas, the ENL teacher conducts all the written translations in Spanish. He is also our Language Access Coordinator (LAC). In addition, we have other staff that are also fluent in English and Spanish: Mr. Zorrilla, Librarian, Ms. Luna, Attendance Teacher, Ms. Alexander, Kindergarten, and Ms. Amaro, Eighth Grade TBE. They assist with oral and written translations when requested. A translator will be provided if the parent does not speak or understand the English language. We have two teachers who are fluent in French and English: Ms. Sanon, Kindergarten and Ms. Flechier, Special Education. This allows us to communicate with parents whose dominant language is French. In addition, our nurse speaks three languages: English, Arabic, and French. We can also find translated documents into Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu at NYC DOE Intranet. Last but not least, we will use the written translation services provided by the Translation and Interpretation Unit, only if needed.

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.

Both, our regular education and ELL's teachers participate in our school affairs. We have an excellent translation service in place. Many of our staff are fully bilingual English and Spanish. Two teachers are fully bilingual in English and French. Our nurse speaks English, French and Arabic. We translate all our letters from English to Spanish. We also communicate to parents through our school newsletter, school postings in the main lobby in English and in Spanish and daily articulation with parents throughout the day. The ELL parents will be informed about the New York State standards, assessments, school expectations and general requirements that govern the Bilingual and ENL programs and the importance of parental involvement in the education of their children. We will provide over the phone interpreters via the Translation and Interpretation Unit or an on site interpreter provided by and outside vendor if a parent's preferred language requires it.

Part D: Training Staff on Policies and Procedures

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

Our School Committee, formed by administrators, the Language Access Coordinator, teachers, parent coordinator, and other staff will ensure that all staff members are aware of how to use translation services and the over the phone interpretation service. Our committee will facilitate the resources to help support staff in monitoring parent language needs, allocating funding to provide language assistance, and informing parents of the availability of language assistance services. We will use the Language Access kit for this purpose and distribute the "I Speak Card" for staff to know how to access a free over the phone interpreter..

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

P.S. 129M will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services as per its mandates/guidelines. Mr. Vargas, the ENL teacher, who is also the Language Access Coordinator, will help facilitate and serve as the point person for the provision of Language Access Services. Our Translation and Interpretation Unit constituted by Ms. Luna, attendance teacher (English/Spanish); Mr. Zorrilla, librarian (English/Spanish); Ms. Abdi (English/Arabic), the nurse; and Ms. Flechier, Third Grade (English/French) will provide language access support to families and parent leaders. In addition, we will provide training to parent coordinators and other key school-based staff on language access requirements. We will ensure that

Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will not allow any minor students to provide translation services to parents in any form.

Part F: Monitoring and Quality Control

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

Our school committee will emphasize the importance to all staff of the availability of language assistance services to parents' preferred languages. In order to achieve this goal, we will disseminate:

- 1) a parent survey at the beginning of the school year to gather feedback from parents regarding the quality and availability of services.
- 2) School Newsletter/Website: to inform parents about our translation and interpretation services. They can comment about our language assistance services.
- 3) Postings in the Main Lobby: asking parents for feedback regarding our language services.
- 4) Daily Informal Conversations: asking parents directly about how they feel about our language translation and interpretation services.