

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q037

School Name:

CYNTHIA JENKINS SCHOOL

Principal:

PASCALE BENJAMIN-PEREIRA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Cynthia Jenkins School School Number (DBN): 29Q037
Pre-K to Grade 5
Grades Served: _____
School Address: 179-37 137 Avenue, Springfield Gardens, NY 11434
Phone Number: (718)528-5399 Fax: (718)949-0887
School Contact Person: Pascale Benjamin-Pereira Email Address: pbenjam@schools.nyc.gov
Principal: Pascale Benjamin-Pereira
UFT Chapter Leader: Nanetta Smith
Parents' Association President: Pauline Nimmons
SLT Chairperson: Diane Sancho
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): None

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue, Room 217, Queens Village, NY 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: (718)264-3146 Fax: (718)264-3148

Borough Field Support Center (BFSC)

BFSC: South Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Director's Email Address: Mwilks@school.nyc.gov

Phone Number: (646)522-7133 Fax: (718)348-2997

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)
Pascale Benjamin-Pereira	*Principal or Designee	
Nannetta Smith	*UFT Chapter Leader or Designee	
Pauline Nimmons	*PA/PTA President or Designated Co-President	
Diane Sancho	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sharmella Prince	Member/Parent	
Odette Phillips	Member/Parent	
Sarah Howard	Member/Parent	
Michelle Saunders	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ann Bernard	Member/ Parent	
Laverne Rhoades	Member/Teacher	
Ann Bristol	Member/Teacher	
Lorraine Marlow	Member/Teacher	
	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.

Mission Statement:

At Public School 37, we are proud of our collaborative and multicultural learning community. We believe that all students can learn and meet standards of excellence. Students, parents, teachers and members of the community collaborate to create a rigorous learning environment to prepare our students to become college and career ready. Our focus on high order thinking learning activities in all subjects includes a school wide involvement with Pearson ReadyGEN and Go Math programs enhanced with instructional resources that will engage all students in the learning process.

Our goal is to provide maximum educational opportunities for all of our students. We will strive to improve the quality of teaching and learning while encouraging an understanding of, and respect for the uniqueness of each individual. We envision a learning environment which nurtures students and maximizes opportunities for individual growth. We promote mutual responsibility and accountability within the school, home, and community.

Special Initiatives Planned for the 2015-2016 School Year:

ELA CCLS Progress Monitoring

A vertical teacher team will adapt and enhance the ELA curriculum with a focus on schoolwide monitoring of student performance prior to each marking period. The team will generate common assessments based on selected standards that will be used for early identification of students at risk academically and for early intervention.

PBIS

A school-wide PBIS which focuses on effort and self control will be implemented. This initiative is led and monitored by a teacher team with the goal of celebrating students monthly for positive contributions to the school environment to reinforce core values that will promote lifelong social emotional and academic success.

The 100 Book Campaign:

Students in Pre-Kindergarten through 5th Grade are participating in our 100 Book Campaign Challenge. Our goal is for our students to consistently read informational and literary text. We have divided the school year into 4 quarters and planned celebrations for students who have read at least 25 books per quarter. At the end of the school year we will recognize the top readers in each grade and the top school reader.

Performances:

Moving Up Ceremonies are held in June to celebrate student success. During these ceremonies students are presented awards in academics, citizenship and the arts. Each class presents a performance and each grade level presents a culminating presentation in the performing arts.

Throughout the school year all classes participate in assemblies performances. School performances are culminations of learning that celebrate winter festivities, black history, women's history and diversity.

Students in Pre-Kindergarten through 2nd Grade participate in the Food Bank for New York City Cookshop program. This program allows students to engage in hands-on exploration and cooking activities through standards based lesson.

Grade wide teacher teams meet regularly to examine student work, reflect on teaching and share best practices.

Teachers regularly collaborate with parents to share information on how to support the schools efforts. Grade-wide monthly newsletters are created by teacher giving parents' specific information about the class/grade.

Frequent Parent Workshops are conducted during parent engagement Tuesdays. Parents are invited to come in and participate in a learning session for their child's grade level.

Our Parent Volunteer program plays an important role in our school community. Parents are involved in training sessions with our parent coordinator. Through the training parents become empowered to give personalized support to our school community. Our parent volunteers assist in facilitating family events, assisting with daily operations and fostering partnerships with community based organizations.

We will continue to work to strengthen grade level teams to use protocols to look at student work. This is to build capacity as teachers create, revise and adopt curricula and share instructional practice to ensure that they provide multiple entry points, supports and extensions to all students.

Pull out ESL services are used to meet the needs of 31 ELL students of which 7 also have IEPs. The needs of 121 students with IEPs are being met in ICT classes, self contained classes and a pull out SETSS program. Academic intervention is provided to students recommended by teachers. The crisis intervention team collaborates to identify and support students with social emotional needs.

Our school's current strength related to the Framework for Great Schools is in the area of collaborative teachers. The focus for the upcoming school year is in the area of rigorous instruction.

29Q037 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	558	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	73.1%	% Attendance Rate		92.0%
% Free Lunch	74.9%	% Reduced Lunch		7.0%
% Limited English Proficient	4.2%	% Students with Disabilities		17.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		91.0%
% Hispanic or Latino	7.3%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.27	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.4%	Mathematics Performance at levels 3 & 4		18.9%
Science Performance at levels 3 & 4 (4th Grade)	85.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	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.

The NYC ELA Performance assessments administered to students in Grades K-5 in the spring of 2015 indicated that 69% of students in grades K to 5 scored above 50%.

The NYC Math Performance assessments administered to students in Grades K-5 in the spring of 2015 indicated that 49 % of students scored above 50%.

The Spring 2015 TCRWP benchmark indicated that 33 % of students were reading on or above grade level.

Based on classroom observations from 2014-15, 36 % of ratings were “Developing” in components 3c/engaging students in learning.

During the 2014-15 school year, classroom observations revealed that many students were not engaged in differentiated tasks during instruction indicating a need to provide differentiated learning opportunities for all students including English language learners and students with IEPs.

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, teacher teams will adapt 4 ELA units of study with a focus on writing resulting in a 10% increase in the percentage of students scoring at proficiency compared to baseline.

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>
<ul style="list-style-type: none"> • Provide professional development on 3c with a focus on designing rigorous differentiated learning tasks and frequent feedback from observations based on the Danielson Framework. 	PreK -5 Teachers	Monthly	Teacher Facilitators Principal Assistant Principal BFSC PD
<ul style="list-style-type: none"> • Use Monday professional development time to review common assessments monthly and identify students in need of academic intervention. 	Teacher Teams	September to June	Grade Teacher Teams Principal Assistant Principal SAT Team
<ul style="list-style-type: none"> • Implement an ELA common assessment plan to monitor student progress and provide academic intervention. 	Students in grades K to 5	October January May	Teacher teams Principal Assistant Principal
<ul style="list-style-type: none"> • Establish a vertical teacher team that will collaborate to review and enhance CCLS ELA curriculum on an ongoing basis. 	Teacher teams	Monthly	Selected Teachers Principal Assistant Principal

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>
<ul style="list-style-type: none"> • Observation reports

- Scheduled time to meet with teachers to discuss observations
- Student work
- Professional Development Time
- The Danielson Framework Rubric
- Common Assessments
- School ELA curriculum
- Teacher Teams
- Funding for coverage
- SAT team members
- ReadyGen and additional ELA instructional resources

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

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

Part 5 – Progress Monitoring

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

By January 2016, review 3c ratings to adapt professional development plan as needed

Monthly formative walkthroughs to collect data focused on rigor and differentiation.

Review students progress 3 times a year with classroom teachers .

By November 2015, review of 2 ELA curriculum units and results of October common assessment to identify student needs and provide targeted academic intervention.

By February 2016, review of 2 ELA curriculum units and results of January common assessment to identify student needs and provide targeted academic intervention.

By June 2016, review of 2 ELA curriculum units and results of Common assessment and of ELA NYC performance assessment to identify student needs and provide targeted academic intervention.

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.

68% of parents responded to the 2014-2015 school year Learning Environment survey.

82% of teachers responded to the 2014-2015 school year Learning Environment survey.

The NYC ELA Performance assessments administered to students in Grades K-5 in the spring of 2015 indicated that 69% of students in grades K to 5 scored above 50%.

The NYC Math Performance assessments administered to students in Grades K-5 in the spring of 2015 indicated that 49 % of students scored above 50%.

The Spring 2015 TCRWP benchmark indicated that 33 % of students were reading on or above grade level.

Based on classroom observations from 2014-15, 36 % of ratings were “Developing” in components 3c/engaging students in learning and 94% of ratings were “Effective” or “Highly Effective” in Domain 2 (Environment).

During the 2014-15 school year, classroom observations revealed that many students were not engaged in differentiated tasks during instruction indicating a need to provide differentiated learning opportunities for all students including English language learners and students with IEPs.

Part 2 – Annual Goal

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

By June 2016, the number of students recognized for the core values of the PBIS program will increase by 20% as measured by points accumulated in the shopping log compared to September 2015.

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>Provide differentiated professional development that will improve student engagement in learning process such as creating lessons with multiple entry points, PBIS, using technology in the classroom.</p>	<p>PreK – 5 Teachers</p>	<p>September-June</p>	<p>Teacher Facilitators SAT member Assistant principal Principal BFSC PD</p>
<p>Use Parent Engagement time to provide Instructional and PBIS workshops for parents</p>	<p>All parents</p>	<p>Tuesdays during Parent Engagement Time</p>	<p>Parent Coordinator Teacher Facilitators SAT members Assistant principal Principal</p>
<p>Facilitate inter-visitation within school and with available partner schools</p>	<p>All teachers</p>	<p>January-May</p>	<p>Host Teachers Host Schools Principal Assistant principal</p>
<p>Implement PBIS schoolwide with a focus on effort and self-control as the core values</p>	<p>K-5 students</p>	<p>September to June</p>	<p>PBIS Teacher teams SAT members Principal Assistant Principal Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

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

- OORS, ILog and anecdotal reports
- Funding for rewards
- Funding for coverage and resources to plan and organize
- Scheduled time for monthly PBIS assembly
- PBIS Professional Development

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

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

Part 5 – Progress Monitoring

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

A log of points earned will be kept by classroom teachers. A teacher liaison will monitor logs and measure change from beginning of the year to January 2016 to meet a 10% increase in the number of students earning points.

Review log of PBIS recognitions in October, February and June

Collect and review student behavior referrals (OORS, ILog, Teacher Removals) during PPT/school CSE meetings.

Monthly PBIS assemblies

Review observation reports monthly to identify and share progress in domain 2.

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

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

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

Part 1 – Needs Assessment

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

Based on classroom observations from 2014-15, 100 % of ratings were “Effective” in components 4e, Growing Professionally, indicating a need for teachers to take leadership roles to increase collaboration in areas such as inter-class visitations.

Teacher collaboration during special events and crisis management was evident and needs to expand to focus on sharing best teaching practices to build capacity and impact student learning.

The NYC Math Performance assessments administered to students in Grades K-5 in the spring of 2015 indicated that 49 % of students scored above 50%.

Based on classroom observations from 2014-15, 36 % of ratings were “Developing” in components 3c/engaging students in learning.

During the 2014-15 school year, classroom observations revealed that many students were not engaged in differentiated tasks during instruction indicating a need to provide differentiated learning opportunities for all students including English language learners and students with IEPs.

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, teacher teams will collaborate to revise and implement 4 math units of study with a focus on higher order thinking learning tasks resulting in a 5% increase in the percentage of students scoring at proficiency compared to baseline.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Scheduled time for teacher team meetings to look at student work, assess grade wide student performance and revise math units of study 	K- 5 Teachers	September to June	Teacher teams Assistant Principal Principal
<ul style="list-style-type: none"> • Professional Development: Strategies for increasing student engagement in learning by creating lessons with multiple entry points 	K-5 Teachers	September to June	Teacher Facilitators Assistant Principal Principal BFSC PD
<ul style="list-style-type: none"> • Implement monthly walkthroughs and inter-visitations to provide frequent feedback from peers and supervisors 	Pre-K to 5 teachers	September to June	Teacher teams Assistant principal Principal
<ul style="list-style-type: none"> • Ongoing review of curriculum based on timely student data 	Pre-K to 5 Teachers	September to June	Teacher teams Assistant principal Principal

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>
<ul style="list-style-type: none"> • Funding for teacher coverage to conduct inter-visitation • Grade Level and Vertical Teacher Teams • The Danielson Framework Rubric • Highly Effective Teachers

- Administrators
- Written observation reports
- Writing task
- Higher level thinking questions
- Go Math Performance Task and Unit Assessments
- NYC Performance Math Task

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

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

Part 5 – Progress Monitoring

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

By January 15, 2016, teacher teams will use a common assessment in math to monitor progress toward annual goal.

Monthly formative walkthroughs to collect data focused on rigor and differentiation.

Review observation reports monthly to identify and share progress in 3c and 4e components.

Review grade wide students data 3 times a year with individual teachers

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.

Based on classroom observations from 2014-15, 21 % of overall ratings were “Developing” and 6% of overall ratings were highly effective, indicating a need for differentiated professional development and targeted collaboration.

The NYC ELA Performance assessments administered to students in Grades K-5 in the spring of 2015 indicated that 69% of students in grades K to 5 scored above 50%.

The NYC Math Performance assessments administered to students in Grades K-5 in the spring of 2015 indicated that 49 % of students scored above 50%.

The Spring 2015 TCRWP benchmark indicated that 33 % of students were reading on or above grade level.

Based on classroom observations from 2014-15, 36 % of ratings were “Developing” in components 3c/engaging students in learning.

During the 2014-15 school year, classroom observations revealed that many students were not engaged in differentiated tasks during instruction indicating a need to provide differentiated learning opportunities for all students including English language learners and students with IEPs.

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 May 2016, principal and assistant principal will complete 4 cycles of teacher evaluations by April 2016 resulting in a 10% increase in effective and highly effective ratings in component 3C by the end of the school year and an increase in the performance of student in the End of Year NYC performance assessments compared to the Beginning of year baselines.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct beginning, middle and end of year conferences to collaborate with teachers individually to review student data and plan support.</p>	<p>PreK-5 Teachers</p>	<p>November January May</p>	<p>Principal Assistant principal</p>
<p>Provide timely observation feedback focused on individual strengths while identifying specific next steps to include inter-visitation when appropriate</p>	<p>PreK – 5 Teachers</p>	<p>September - June</p>	<p>Principal Assistant principal</p>
<p>Facilitate and participate in inter-visitation, professional development and PBIS programs</p>	<p>PreK- 5 Teachers</p>	<p>September - June</p>	<p>Principal Assistant principal</p>
<p>Create and monitor structures for implementing inter-visitations and teacher team curriculum and progress monitoring</p>	<p>Pre-K to grade 5</p>	<p>September to June</p>	<p>Teacher facilitators Principal Assistant principal</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>
<ul style="list-style-type: none"> • NYC PA • Common assessments in ELA and Math • Peer Observations • SAT members • ELA and Math Units of Study
<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		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> <p>By January 4, 2016, a review of Advance will reflect that 50% of observations are completed</p> <p>Conduct ongoing survey to get feedback from teachers</p> <p>Review of student work and results of formative walkthrough and Advance observations.</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 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.

68% of parents responded to the 2014-2015 school year Learning Environment survey.

82% of teachers responded to the 2014-2015 school year Learning Environment survey.

Based on attendance at PA and parent workshops, the need increase family and community ties is evident.

Based on feedback from parents provided by our parent coordinator our parents are interested in instructional workshops.

Parental attendance is very low at school functions.

Teachers hold individual and group parent meetings to discuss how they can help their child at home.

Part 2 – Annual Goal

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

By June 2016 there will be a 50% increase in parent attendance at school functions including instructional based parent workshops, PA meetings and family events.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Publishing monthly newsletters and conducting school based surveys 	Pre-K to Grade 5	September to June	Parent coordinator Teacher teams
<ul style="list-style-type: none"> • Using Tuesday Parent engagement time to offer Parent workshops 	Pre-K to Grade 5	September to June	Parent coordinator Teacher Facilitators SAT members
<ul style="list-style-type: none"> • Provide incentives to parents and families who attend instructional based parent workshops focused on how to help their child at home including English Language Learners and Students with Disabilities. 	Pre-K to Grade 5	September to June	Parent coordinator Teacher Facilitators SAT members
<ul style="list-style-type: none"> • Provide instructional workshops in conjunction with student performances/shows. 	Pre-K to Grade 5	September to June	Parent coordinator Teacher Facilitators SAT members

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>Mission/Vision Statement</p> <p>Calendar</p> <p>Newsletters</p> <p>Citywide Instructional Expectations</p>

School Curricula and Resources

School Website

Funding for incentives and giveaways

Instructional Materials

Scheduled Time for Workshops

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

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

Part 5 – Progress Monitoring

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

By January 2016, review attendance at parent workshops and PA meetings to reflect an increase of 20% in parents attending school events.

Meet with parent coordinator Monthly to review parent attendance at workshops to identify outreach strategies especially for parents of students at risk.

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)	Students who are not meeting grade wide state standards.	Academic Intervention Tier II providers (IEP Teacher, ESL Teachers, SETTS Teacher and Cluster Teacher) as well as Tier I providers (Classroom Teachers) are utilizing Foundation, Achieve your Reading G.O.A.L, NYS Coach ELA, Intervention component of Ready Gen.	Daily small group and one to one. We are incorporating Response to Intervention (RTI) strategies in the regular classroom to meet students' needs in literacy	In small groups during the school day.
Mathematics	Students who are not meeting grade wide state standards.	Academic Intervention Tier II providers (IEP Teacher, ESL Teachers, SETTS Teacher and Cluster Teacher) as well as Tier I providers (Classroom Teachers) are utilizing Go Math RTI components, Go Math. We also incorporate the use of mathematics manipulative and visuals in order to help differentiate instruction to meet the needs of students	Daily small group and one to one. Teachers are using Response to Intervention strategies in Mathematics to incorporate in their Tier I intervention in the classroom. Teachers are using flexible grouping to address students' needs. They are also using their data from MOSL Math Task to address the needs of the learners in their class.	In small groups during the school day.

<p>Science</p>	<p>Students who are not meeting grade wide state standards.</p>	<p>The science teacher creates station activities so that students have the opportunity to explore, work collaboratively, and individually, assess themselves using rubrics, and so forth. Classroom teachers also work with small groups to build student understanding of science concepts. Literacy, math, and writing concepts are integrated into the science content area to give students a deeper understanding. In the classroom teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science concepts.</p>	<p>Teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science concepts.</p> <p>Daily small group and one to one instruction.</p>	<p>In small groups during the school day.</p>
<p>Social Studies</p>	<p>Students who are not meeting grade wide state standards.</p>	<p>Teachers provide Tier I intervention in the classroom using McGraw Hill and Houghton Mifflin Harcourt Social Studies materials. Built in the program are opportunities for enrichment, remediation, and reinforcement of concepts taught. Students in the 3rd, 4th and 5th grade are also given opportunities for small group instruction. They are taught study skill</p>	<p>Teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science concepts.</p> <p>Daily small group and one to one instruction.</p>	<p>In small groups during the school day.</p>

		<p>strategies such as anticipation guides. Vocabulary development is integrated into the curriculum as well as map skills and report writing. Reading strategies are incorporated to help students in developing understanding of non-fiction text.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students with documented referrals indicating need for support</p>	<p>At risk services are provided to our students by our Guidance Counselor through the use of Games, Play Therapy, puppets, Character Value Education, counseling & role play</p> <p>At-risk services are also provided by our school psychologist through games, play therapy, art</p> <p>therapy, role play, active sessions listening, puppets, visual thinking strategy. Psychologist assists in implementation and creation of Behavior</p>	<p>Method of Delivery: Small Group & one to one individual sessions</p>	<p>Guidance: During the school days on Monday, Wednesday and Thursday.</p> <p>School Psychologist: During the school days on Monday, Tuesday, Wednesday and Friday.</p> <p>School Social Worker: During the School Day on Wednesday through Friday.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All our staff members are highly qualified and are properly certified to teach in their appointed positions. When recruiting teachers for vacancy positions, we only select teachers with certifications to match our vacancies. When a teacher already in the building needs to change their position, we make sure that the teacher takes appropriate coursework to meet the requirements for their new area of certification.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development for teachers, principals and paraprofessionals is ongoing, and is based on the needs of staff members. Professional development sessions are chosen and designed according to self-identified needs and observed needs as measured by Danielson observations conducted by school leaders. The professional development team which includes upper grade teachers, lower grade teachers, a paraprofessional, data specialist, ESL teacher, SLT members and school administrators look at our school data including Danielson Framework, the Framework for Great Schools, last Quality Review and PPO, Learning Environment Survey and our previous CEP goals to gather and triangulate the data to assess the areas in which we need to enhance and develop our current practices.

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).
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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.).
Common Core State Standards workshops are provided to Pre-K parents by the administrators and our Pre-K family worker. In addition Pre-K parents are invited to all parent workshops hosted for families from Pre-K to Grade 5.
Parent workshops may include topics about: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and mathematics.
Our Pre-K students attend full school day sessions Monday-Friday from 8:00am-2:20pm. Teachers use a thematic approach to providing students with daily reading, science, social studies, mathematics, writing, art and physical education.
Splash into Pre-K is a supplemental instructional program used to support the teacher’s thematic units.

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.
Teachers on the Measures of Student Learning (MOSL) team and administrators met to discuss all the DOE and curriculum based assessment options that were available to us as a school. We selected the assessments that were appropriately aligned to our curricula for ReadyGen and Go Math as well as grade level rubric based performance tasks in order to match CCLS standards. After students take these baseline assessments we use the data to help us make adjustments to our instructional program.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	243,687.00	x	
Title II, Part A	Federal	44,140.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	2,744,943.00	x	5

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS37Q**, 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. **PS37Q** 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)

PS37Q, 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>The Cynthia Jenkins School</u>	DBN: <u>29Q037</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: _____
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</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: Instruction would be provided after school, focusing on language development in the content area of science for students to read, write, listen and speak in English for classroom and social interaction. Students in 3rd through 5th grade who are receiving ENL services would be entitled for this after-school program. Students would be instructed in English and receive Science instruction focusing on the following topics: life cycles, classifying and identifying, using the scientific method, the solar system, and rocks. Discussion would include professions in each field, new information on the topics, and the content aligned with CCLS and the Science Standards of NYS. Students would begin to understand the scientific method focusing on vocabulary-driven instruction while also aligning to the ESL listening, speaking, reading and writing state standards. Materials needed for this after-school programs are picture cards, science big books, books, books on tape, CDs, notebooks, pencils, crayons, markers, index cards, tape, glue, construction paper, NYSED science glossaries in home language, Dictionary etc.

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: The ENL teacher, Ms. Ghan, will attend the NYS TESOL conference and the BFSC professional development. She will turnkey information during professional learning cycles to all staff. Topics to be covered include ENL strategies such as TPR, use of visuals, implementing learning centers, scaffolding writing for ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: The parent coordinator, Ms. Estick, and the ENL teacher, Ms. Ghan, will use Tuesday parent engagement time to provide workshops to parents of ENL students. 30 minute workshops will be offered once a month to engage parents and their children in hands on activities involving crafts and using community resources such as the nearby Home Depot. Parents will be notified via the phone messaging system, monthly calendar and flyers to be backpacked.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 29	Borough Queens	School Number 037
School Name Cynthia Jenkins School		

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 Pascale Benjamin	Assistant Principal Afua Hill
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher K. Gahn	School Counselor C. Jones
Teacher/Subject Area Destio/2nd	Parent Sarah Howard
Teacher/Subject Area Blisko/ K	Parent Coordinator J. Estick
Related-Service Provider Garone/SETSS	Borough Field Support Center Staff Member Galvez
Superintendent Lenon Murray	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	554	Total number of ELLs	18	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	7
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	12	1	2	7	1	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

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

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

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

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

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

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

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

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

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

1. 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.

Our school, PS 37Q, has chosen TCRWP Running Records as part of the formative assessment plan for ELA. The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).

The data from the TCRWP provides insights about many skills ELLs have in reading in English. Children come with different understanding about the conventions that we use to communicate meaning in print. Assessing the child's level of understanding, and sometimes misunderstandings of these conventions, helps teachers know what their students are attending to in print and what still needs to be learned. This applies to ELLs as well. It provides information on which letters the ELLs can identify. Knowing the names of the letters helps them communicate with the teacher and each other. Being able to discriminate and quickly recognize important letters is also helpful in attaching the correct sound to the letters when reading words.

The TCRWP also assesses high frequency words. The purpose is to determine the number of high-frequency words that students know or can automatically recognize. When these words are instantly recognized, the student can more easily focus on comprehension of what is going on in the story.

Data from the running records impact the school's instructional plan regarding ELLs. Careful scaffolding of literacy experiences (in English) enhance ELL students' learning of oral and written English. Teachers must support ELLs in phonics with lessons that include learning key aspects of phonological awareness, letter knowledge, letter-sound relationships, letter formation, word structure, spelling patterns, and high frequency words. Providing adequate hands-on activities are essential for ELLs. Things such as allowing them opportunity to manipulate magnetic letters and/or work with high frequency word and letter cards with pictures, sorting and categorizing are just examples. Letter and high frequency word cards, with pictures, will help ELLs form a strong core vocabulary of English words which is critical for reading, writing, and oral language development. When working with ELLs, teachers need to employ more body language and gestures as well enunciate words clearly. PS 37, we also use the ELA and Math Performance

Assessments as the MOSL baseline assessments. The ENL and classroom teachers are part of curriculum planning both vertically and horizontally throughout the year. Individual learning needs are discussed on a bi-weekly basis.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Analysis the NYSESLAT and NYSITELL tests in the four modalities (Listening, Speaking, Reading and Writing) across proficiency levels and grades is varied. Most students scored higher in the speaking and listening than in the reading and writing part of the test, writing being the lowest modality.
The patterns revealed across performance levels that 6 out of 9 students performing at the emerging level are students with disabilities.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO is used by the ENL teacher to target long-term ELLS learning needs. The data received has helped to show specifically special needs students academic strengths and to target weaknesses of each student. The data revealed students strengths in listening comprehension and reading and writing comprehension as areas of need.
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?Many of the ELL students who are newcomers have difficulty with both reading and writing while the developong ELL students main challenge revolves around writing. 4 out of 26 ELL students have been placed in Special Educations classes and ICT classes during the 2014-2015 school year . Using the data we are able to focus on the problem areas and communicate between classroom teacher, service providers and the ENL teacher. Using data from MOSL, formative and benchmark assesement, teacher teams collaborate with the ENL teacher to set clear instructional goals for individual ELL students. Data show strenghts in Listening comprehension and weakness in reading and writing comprehension.
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](#).]
Data is used to make academic referral to the school's School Assessment Team (SAT) to ensure that the needs of ELL students are met.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL teacher collaborates with classroom teachers to have resources such as glossaries, dictionaries and foreign language books available for students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
In terms of evaluating success for ELLs P.S. 37 uses the NYC Performance Assessment MOSL baseline, unit assessments, formative assessments such as TCRWP to measure growth multiple times in a school year. The ENL teachers maintians a entry portfolio that includes writing task 3 times a year. AYP data is used to ensure that ELLs are making adequate progress and to target pd as well as intervention services.

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. Assisting in the set-up of registration packets insuring that the proper and most up-to-date HLIS is in the packet
 2. Assisting with registration, and supplying HLIS in home language if needed
 3. Assisting secretary with inputting data.
 - 4 Using ATS to run the report for NYSITELL tests.
 5. Testing students in comfortable learning environment

6. Grading NYSITELL

7. Informing family of results

8. Set-up time for parent orientation

During intake process, translation is provided as needed. Parent coordinator, volunteers, the ENL teacher and other staff members meet with parent to provide information. Staff and volunteers who speak Spanish, Haitian Creole and Arabic are used during the intake process. Translated documents in priority languages are provided. The ENL teacher completes the identification process within 10 school days.

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).
Student work, [parent communication, and ENL and classroom teacher feedback is paramount when it comes to assessing a child who is 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).
During registration process, the ENL teacher and the IEP teacher collaborate to review IEP and ensure proper identification of newly enrolled students with IEP. The classroom teacher collaborates with the ESL provider and the LPT members to come up with a recommendation. Since this is a new protocol we will be referring to Language Allocation Policy in CR-154.
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.
The ENL teacher will distribute the entitlement and non-entitlement letters to the students right after the NYSITELL is given. The language of the HLS is used to selected translated document.
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).
At parent orientation this information will be explained to them. Translated documents are provided in parents preferred language. The ENL teacher is responsible to provide the information and documentation is secured in the main office.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parent are invited to come and visit the ENL teacher and are given the opportunity to watch the parent orientation in their home language. Opportunities for questions and answers are given. If the parents would prefer another program then the one provided the ENL teacher will provide a list of schools that offer what the parent prefers.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL teacher sends them out with the student. Using the parents preferred language, a call home is made to the parent and/ or meeting with the parent during arrival or dismissal time can also happen. Surveys are collected and stored in main office. Parents are supported through the process of choosing a TBE/DL when available. Follow up is conducted by the ENL teacher when not available program is made available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A checklist as well as diary of the when documents were sent out is in a binde located in the ENL room. The Pupil Account secretary collaborates with the ENL teacher and the parent coordinator to monitor that selection forms are completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
TENL teacher prints and logs when items are sent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A binder of all paperwork is kept in a locked area in the main office and copies in room 202. The pupil account secretary and the ENL teacher are responsible for the record keeping.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The Asst. Principal orders all necessary materials. TThe ENL teacher schedules students for Day 1,2 and 3 ensuring that IEP accommodations are implement. The ENL teacher sends out a letter in parents' preferred language with dates of testing including the make up dates. The dates are also put on the monthly calendar that is sent home. All absent students are administered when they return. The ENL teacher collaborates with the assistant principal to administer all components of test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Logs of when items are sent out and ENL teacher handing them to each student to bring home. Each of these items is given to them in English as well as home language.
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).

Most parents select the ENL program. 1 parent requested a Urdu dual language program. It is very clear in the video the options and how the TBE or Dual Language can become available in our school

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.
Push-in and pull-out services are provided based on need and the number of students on each grade. Some groups are multigrades as per CR 154.2 to include 2 consecutive grades. Grouping is based on intellectual abilities as well as compliance with grades.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?
A dually certified ENL teacher we will delivering a free-standing ENL class which will focuses on ELA in the content areas of Social Studies and Science. Entering and emerging students will receive 360 minutes by getting double ENL periods a day. Transitioning and expanding students will receive 180 minutes per week by getting a single period 4 times a week. Commanding students will receive 90 minutes by getting 2 periods per week.
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.
By using the National Geographic Reach program we will fostering language development using specific content in Social Studies and Science in our free-standing ENL classes. The ENL teacher will also push in during ELA to deliver instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Translation services are offered when needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ENL teacher assess ELL students on a daily basis through routine, group work/discussions, writing task and reading work. Writing and reading rubrics as well as participation rubrics are used by the ENL teacher.
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 statusDifferentiation is an expectations of each lesson. The use of rephrasing, picture cards, picture dictionaries, books on tape, instructional videos is used to support SIFE and Newcomer based on identified needs. The use of excerpts from class texts, direct vocabulary instruction, and use of graphic organizer is used to support Developing and Long term ELL students. NFL instruction is based on the individual learning needs. Grouping the students in an appropriate pairing or for 1:1 assistance with a teacher or classmate is ongoing. ELLs are provided testing accommodation such as extended time, translation of test other than ELA.
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

Chart (6 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

By using baseline assessment (MOSL) and other formative assessment, classroom teacher will collaborate with the ENL teacher to ensure that ELL students are progressing academically. The School Assessment Team will monitor and ensure that ELLs are making academic progress.

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?

Using small group setting and the use of content rich instruction has helped facilitate academic growth with ELL-SWD. Using the National Geographic Reach program focusing on Social Studies and Science themes has helped students accelerate in their language development both in and out of the classroom setting. Using a variety of resources Smart Board, picture cards, primary source materials, textbook, workbook, projects and artifacts have helped to bring the content alive when learning about topics such as weather, different regions of the world. Students' unique backgrounds are used to help them acquire new knowledge and to help engage them in discussions about content.

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?

Small group settings, individualized goals, teacher team meetings, content-rich instruction all contribute to help ELL-SWD attain English proficiency within the least restrictive environment. Pushing in allows the ENL teacher to support classroom teachers to scaffold instruction and enable ELL-SWD to achieve the IEP goals. ELLS-SWDs are placed in ICT classes based on IEP recommendations that are determined by the School Assessment Team which includes classroom teachers, SBST and ENL input.

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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

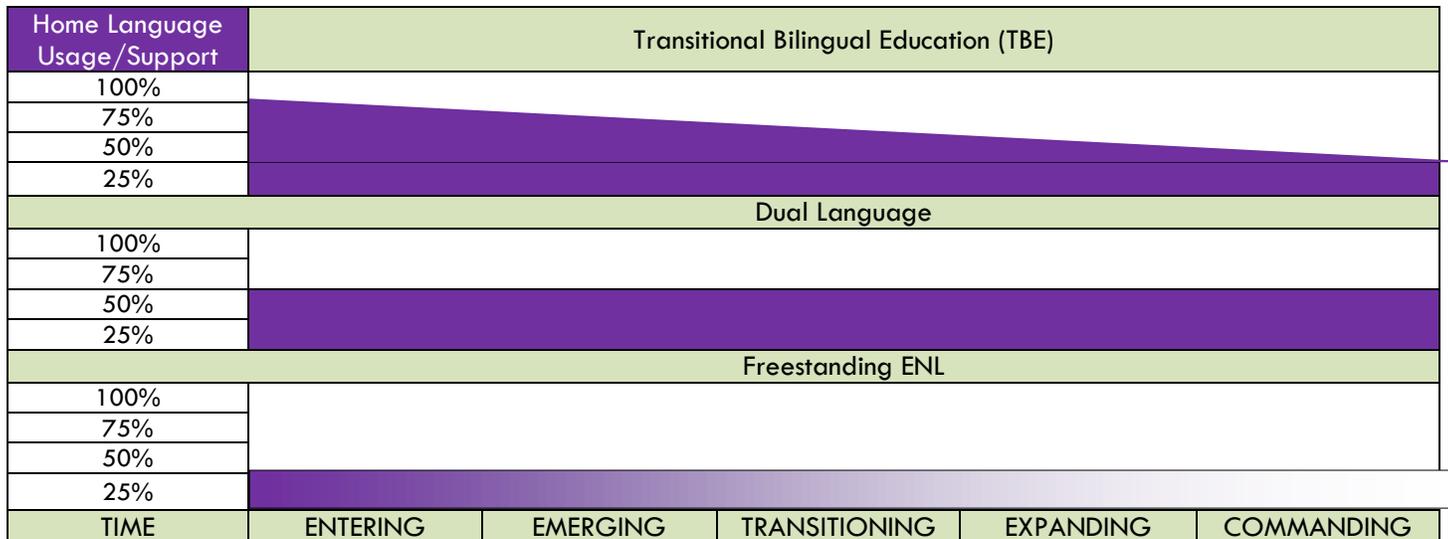


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Classroom teachers are supported by the ENL teacher to provide tier 2 intervention to ELL students in ELA and Math. Tier 3 intervention is provided by the ENL teacher. Additional support (SETSS, Speech) is provided when needed on an at risk basis. Students are provided glossaries, visuals and selected online programs to develop vocabulary and language. The ENL teacher use non fiction to provide instruction in Science and Social Studies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Looking at the data and seeing the progress of scores and also reviewing individualized goals from the past year, the ENL program at PS 37 is providing opportunities for ENL students to make gain in all areas of reading, writing, listening and speaking. All teachers with ELLs have held articulation meetings with the ENL teacher who also provide PD as needed during professional learning cycles.
12. What new programs or improvements will be considered for the upcoming school year?
Smaller groups and the option to push in will improve the ENL program. The ENL teacher will collaborate with teacher teams during Monday PD and common preps to align instruction to identified standards.
13. What programs/services for ELLs will be discontinued and why?
None as our population will need additional support based on the trends in reading comprehension and writing. We are seeking to expand services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are provided with invite to all school programs such as ACES, Cookshop, basketball and Girls on the Run. The ENL teacher identifies students needs based on her interaction with ELLs and parent coordinator conduct outreach to get parents involved. For example some of our ELLs were participants in Girls On the Run and many of our ELLs attend the afterschool program.
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.
Smart boards as well as individual computers are used in classroom instructions. National Geographic Reach is our choice textbook with materials ranging from pictures, textbooks and group projects that focus on all content areas.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The responses of the home language survey are analized to identify trends in the language needs of the school. That information is discussed at team meetings and shared with the SLT as well as the parent coordinator to ensure that the school plans for changing needs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
By complying with CR-154 and reviewing age and grade levels students are placed in groups that are just one grade above or below based on academic needs and capabilities.
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).
New ELL are carefully placed in a class with other ELLs to allow the ENL teacher to support. Peer helpers are used as well. Notification to school aides of any language barriers is communicated via ENL teacher and appropriate translation for key words are communicated to school aides and classroom teacher. ENL teacher ensures all parents entitlement, HLIS and parent orientation are given in home language. Distribution of glossary and dictionary by the ENL teacher to the student for regular classroom lessons also takes place.
19. What language electives are offered to ELLs?
None:
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ENL teacher takes part in state conferences as well as high-education conferences at the college level. ENL teacher meets with grade teachers during grade meetings. ENL teachers presents to staff ways to accommodate and differentiate with ELLs. ENL teacher is always available for meeting before and after-school to provide assistance.
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?
ENL turn-leys information that is learned at conferences. The principal and assistant principal provide feedback that is specific to each student population.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ELLs are provided with extra instruction in 5th grade to assist in math and writing with the help of technology. The parent coordinator plans and delivers workshop to parents of ELL students.
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.
Monday PD time is allocated to have ELL specific professional development. Agendas and attendance are taken for these then submission to the NYSED

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?
Several opportunities are available throughout the year for Parent-teacher Conference and report card nights , meeting before and after-school with the ENL teacher. Tuesdays afternoons are allocated to Parent Involvement.
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.
ENL teacher keeps records of sign-in sheets for parents teacher conferences and then also provides a copy to the Parent Coordinator .
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents are welcomed to speak with the ENL on a weekly basis, communication is available whether in written or on the phone are always welcome. The parent coordinator encourages parents to volunteer as translators during workshops.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
n/a
5. How do you evaluate the needs of the parents?
Teachers reach out to parents on an ongoing basis. On going communication, parent teacher conference, report card night or other meetings throughout the year provide opportunities to evaluate parent needs.
6. How do your parental involvement activities address the needs of the parents?
The Parent Coordinator keeps a record of communication with all parents. That information is share with the SLT and the administration of the school on a by-monthly meeting. It is an opportunity to discuss what they need and parents are invited to share and discuss their needs and wants for their child and themselves through the educational process.

D. Additional Information

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

School Name: 29Q37 **School DBN:**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
P. Benjamin Pascale	Principal		1/1/16
A. Hill	Assistant Principal		1/1/16
J. Estick	Parent Coordinator		1/1/16
K. Gahn	ENL/Bilingual Teacher		1/1/16
	Parent		1/1/16
C. Blisko/K	Teacher/Subject Area		1/1/16
J. DeStio2	Teacher/Subject Area		1/1/16
	Coach		1/1/16
	Coach		1/1/16
C. Jones	School Counselor		1/1/16
Lenon Murray	Superintendent		1/1/16
	Borough Field Support Center Staff Member _____		1/1/16
P. Garrone	Other <u>SETSS</u>		1/1/16
	Other _____		1/1/16
	Other _____		1/1/16

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

C. School Information

District 29	Borough Queens	School Number 037
School Name Cynthia Jenkins School		

D. 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 Pascale Benjamin	Assistant Principal Afua Hill
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher K. Gahn	School Counselor C. Jones
Teacher/Subject Area Destio/2nd	Parent Sarah Howard
Teacher/Subject Area Blisko/ K	Parent Coordinator J. Estick
Related-Service Provider Garone/SETSS	Borough Field Support Center Staff Member Galvez
Superintendent Lenon Murray	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	554	Total number of ELLs	26	ELLs as share of total student population (%)	4.69%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	21	0	2	5	0	3	0	0	0	26
Total	21	0	2	5	0	3	0	0	0	26

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	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	1	3	1	3		1								9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1			2	1									4
Haitian	1	2	1	3	1	1								9
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1	1								3
TOTAL	3	5	2	9	3	3	0	25						

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)	2	2	1	2	2	1	0	0	0	0	0	0	0	10
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	1	0	0	0	0		0	0	0	0	0	0	0	1
Expanding (Advanced)	0	2	0	5	1	0	0	0	0	0	0	0	0	8
Commanding (Proficient)	0	1	1	2	0	2	0	0	0	0	0	0	0	6
Total	3	5	2	9	3	3	0	0	0	0	0	0	0	25

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

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

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

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

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

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

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

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

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

9. 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.

Our school, PS 37Q, has chosen TCRWP Running Records as part of the formative assessment plan for ELA. The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).

The data from the TCRWP provides insights about many skills ELLs have in reading in English. Children come with different understanding about the conventions that we use to communicate meaning in print. Assessing the child's level of understanding, and sometimes misunderstandings of these conventions, helps teachers know what their students are attending to in print and what still needs to be learned. This applies to ELL's as well. It provides information on which letters the ELL's can identify. Knowing the names of the letters helps them communicate with the teacher and each other. Being able to discriminate and quickly recognize important letters is also helpful in attaching the correct sound to the letters when reading words.

The TCRWP also assesses high frequency words. The purpose is to determine the number of high-frequency words that students know or can automatically recognize. When these words are instantly recognized, the student can more easily focus on comprehension of what is going on in the story.

Data from the running records impact the school's instructional plan regarding ELL's. Careful scaffolding of literacy experiences (in English) enhance ELL students' learning of oral and written English. Teachers must support ELLs in phonics with lessons that include learning key aspects of phonological awareness, letter knowledge, letter-sound relationships, letter formation, word structure, spelling patterns, and high frequency words. Providing adequate hands-on activities are essential for ELLs. Things such as allowing them opportunity to manipulate magnetic letters and/or work with high frequency word and letter cards with pictures, sorting and categorizing are just examples. Letter and high frequency word cards, with pictures, will help ELLs form a strong core vocabulary of English words which is critical for reading, writing, and oral language development. When working with ELLs, teachers need to employ more body language and gestures as well enunciate words clearly. PS 37, we also use the ELA and Math Performance Assessments as the MOSL baseline assessments. The ENL and classroom teachers are part of curriculum planning both vertically and horizontally throughout the year. Individual learning needs are discussed on a bi-weekly basis.

10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Analysis the NYSESLAT and NYSITELL tests in the four modalities (Listening, Speaking, Reading and Writing) across proficiency levels and grades is varied. Most students scored higher in the speaking and listening than in the reading and writing part of the test, writing being the lowest modality.
 The patterns revealed across performance levels that 6 out of 9 students performing at the emerging level are students with disabilities.
11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO is used by the ENL teacher to target long-term ELLS learning needs. The data received has helped to show specifically special needs students academic strengths and to target weaknesses of each student. The data revealed students strengths in listening comprehension and reading and writing comprehension as areas of need.
12. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Many of the ELL students who are newcomers have difficulty with both reading and writing while the developong ELL students main challenge revolves around writing. 4 out of 26 ELL students have been placed in Special Educations classes and ICT classes during the 2014-2015 school year . Using the data we are able to focus on the problem areas and communicate between classroom teacher, service providers and the ENL teacher. Using data from MOSL, formative and benchmark assesment, teacher teams collaborate with the ENL teacher to set clear instructional goals for individual ELL students. Data show strenghts in Listening comprehension and weakness in reading and writing comprehension.
13. 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](#).]
 Data is used to make academic referral to the school's School Assessment Team (SAT) to ensure that the needs of ELL students are met.
14. How do you make sure that a student's new language development is considered in instructional decisions?
 The ENL teacher collaborates with classroom teachers to have resources such as glossaries, dictionaries and foreign language books available for students.
15. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
 In terms of evaluating success for ELLs P.S. 37 uses the NYC Performance Assessment MOSL baseline, unit assessments, formative assessments such as TCRWP to measure growth multiple times in a school year. The ENL teachers maintians an entry portfolio that includes writing task 3 times a year. AYP data is used to ensure that ELLs are making adequate progress and to target professional development as well as intervention services.

Part IV: ELL Identification Process

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

14. 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.
- Assisting in the set-up of registration packets insuring that the proper and most up-to-date HLIS is in the packet
 - Assisting with registration, and supplying HLIS in home language if needed
 - Assisting secretary with inputting data.
 - Using ATS to run the report for NYSITELL tests.
 - Testing students in comfortable learning environment
 - Grading NYSITELL
 - Informing family of results

8. Set-up time for parent orientation

During intake process, translation is provided as needed. Parent coordinator, volunteers, the ENL teacher and other staff members meet with parent to provide information. Staff and volunteers who speak Spanish, Haitian Creole and Arabic are used during the intake process. Translated documents in priority languages are provided. The ENL teacher completes the identification process within 10 school days.

15. 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).
Student work, parent communication, and ENL and classroom teacher feedback is paramount when it comes to assessing a child who is SIFE
16. 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).
During registration process, the ENL teacher and the IEP teacher collaborate to review IEP and ensure proper identification of newly enrolled students with IEP. The classroom teacher collaborates with the ESL provider and the LPT members to come up with a recommendation. Since this is a new protocol we will be referring to Language Allocation Policy in CR-154.
17. 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.
The ENL teacher will distribute the entitlement and non-entitlement letters to the students right after the NYSITELL is given. The language of the HLS is used to selected translated document.
18. 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).
At parent orientation this information will be explained to them. Translated documents are provided in parents preferred language. The ENL teacher is responsible to provide the information and documentation is secured in the main office.
19. 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.
Parent are invited to come and visit the ENL teacher and are given the opportunity to watch the parent orientation in their home language. Opportunities for questions and answers are given. If the parents would prefer another program then the one provided the ENL teacher will provide a list of schools that offer what the parent prefers.
20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL teacher sends them out with the student. Using the parents preferred language, a call home is made to the parent and/ or meeting with the parent during arrival or dismissal time can also happen. Surveys are collected and stored in main office. Parents are supported through the process of choosing a TBE/DL when available. Follow up is conducted by the ENL teacher when not available program is made available.
21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A checklist as well as diary of the when documents were sent out is in a binde located in the ENL room. The Pupil Account secretary collaborates with the ENL teacher and the parent coordinator to monitor that selection forms are completed and returned.
22. Describe how your school ensures that placement parent notification letters are distributed.
TENL teacher prints and logs when items are sent.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A binder of all paperwork is kept in a locked area in the main office and copies in room 202. The pupil account secretary and the ENL teacher are responsible for the record keeping.
24. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The Asst. Principal orders all necessary materials. TThe ENL teacher schedules students for Day 1,2 and 3 ensuring that IEP accommodations are implement. The ENL teacher sends out a letter in parents' preferred language with dates of testing including the make up dates. The dates are also put on the monthly calendar that is sent home. All absent students are administered when they return. The ENL teacher collaborates with the assistant principal to administer all components of test.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Logs of when items are sent out and ENL teacher handing them to each student to bring home. Each of these items is given to them in English as well as home language.
26. 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).

Most parents select the ENL program. 1 parent requested an Urdu dual language program. It is very clear in the video the options and how the Transitional Bilingual Education or Dual Language can become available in our school. This school year 1 parent requested the Dual Language program, the ENL teacher contacted the transfer department and the student was transferred to a school with the appropriate program.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).
- d. Freestanding ENL program.
Push-in and pull-out services are provided based on need and the number of students on each grade. Some groups are multigrades as per CR 154.2 to include 2 consecutive grades. Grouping is based on intellectual abilities as well as compliance with grades.
 - e. TBE program. *If applicable.*
N/A
 - f. DL program. *If applicable.*
N/A
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
A dually certified ENL teacher we will delivering a free-standing ENL class which will focuses on ELA in the content areas of Social Studies and Science. Entering and emerging students will receive 360 minutes by getting double ENL periods a day. Transitioning and expanding students will receive 180 minutes per week by getting a single period 4 times a week. Commanding students will receive 90 minutes by getting 2 periods per week.
23. 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.
By using the National Geographic Reach program we will fostering language development using specific content in Social Studies and Science in our free-standing ENL classes. The ENL teacher will also push in during ELA to deliver instruction.
24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Translation services are offered when needed.
25. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ENL teacher assess ELL students on a daily basis through routine, group work/discussions, writing task and reading work. Writing and reading rubrics as well as participation rubrics are used by the ENL teacher.
26. How do you differentiate instruction for each of the following ELL subgroups?
- f. SIFE
 - g. Newcomer
 - h. Developing
 - i. Long Term
 - j. Former ELLs up to two years after exiting ELL status
- Differentiation is an expectations of each lesson. The use of rephrasing, picture cards, picture dictionaries, books on tape, instructional videos is used to support Newcomer based on identified needs. The use of excerpts from class texts, direct vocabulary instruction, and use of graphic organizer is used to support Developing and Long term ELL students. NFL instruction is based on the individual learning needs. Grouping the students in an appropriate pairing or for 1:1 assistance with a teacher or classmate is ongoing. ELLs are provided testing accommodation such as extended time, translation of test other than ELA.
27. 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

Chart 5.1 is after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

By using baseline assessment (MOSL) and other formative assessment, classroom teacher will collaborate with the ENL teacher to ensure that ELL students are progressing academically. Teacher teams including the ENL teacher will meet weekly to examine student work of ELLs. The School Assessment Team will monitor student progress and recommend additional services as needed to ensure that ELLs are making academic progress.

28. 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?

Using small group setting and the use of content rich instruction has helped facilitate academic growth with ELL-SWD. Using the National Geographic Reach program focusing on Social Studies and Science themes has helped students accelerate in their language development both in and out of the classroom setting. Using a variety of resources Smart Board, picture cards, primary source materials, textbook, workbook, projects and artifacts have helped to bring the content alive when learning about topics such as weather, different regions of the world. Students' unique backgrounds are used to help them acquire new knowledge and to help engage them in discussions about content.

29. 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?

Small group settings, individualized goals, teacher team meetings, content-rich instruction all contribute to help ELL-SWD attain English proficiency within the least restrictive environment. Pushing in allows the ENL teacher to support classroom teachers to scaffold instruction and enable ELL-SWD to achieve the IEP goals. ELLS-SWDs are placed in ICT classes based on IEP recommendations that are determined by the School Assessment Team which includes classroom teachers, SBST and ENL input.

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
Chart 5.2	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

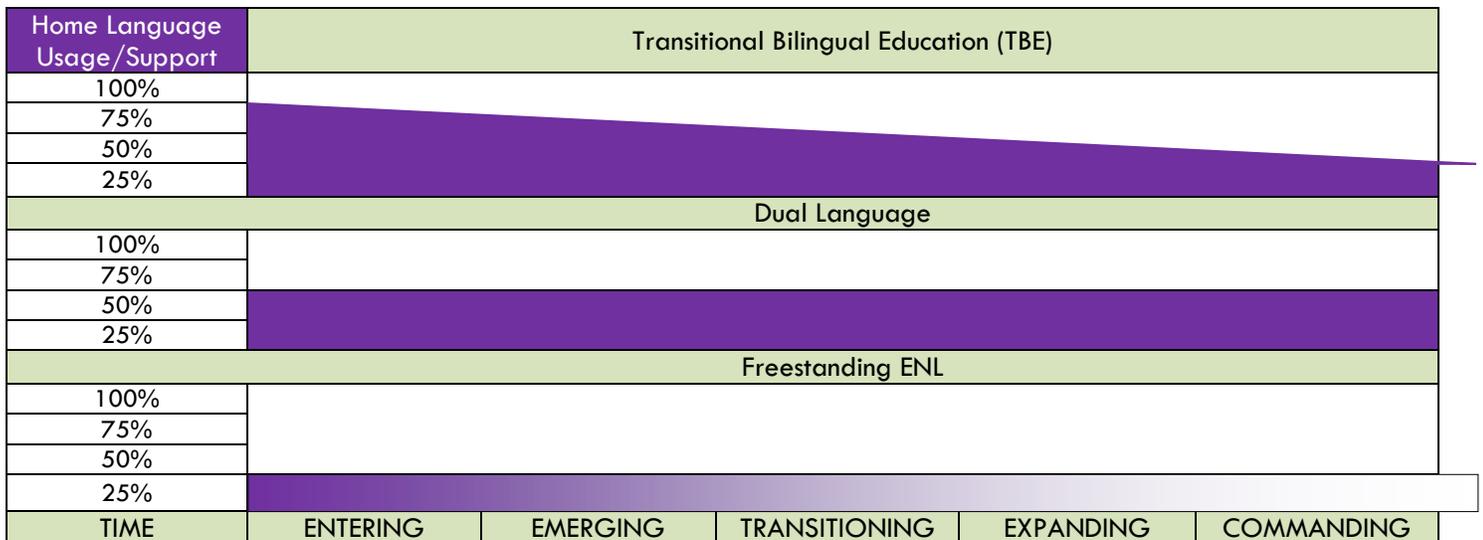


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



E. Programming and Scheduling Information--Continued

30. 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. Classroom teachers are supported by the ENL teacher to provide tier 2 intervention to ELL students in ELA and Math. Tier 3 intervention is provided by the ENL teacher. Additional support (SETSS, Speech) is provided when needed on an at risk basis. Students are provided glossaries, visuals and selected online programs to develop vocabulary and language. The ENL teacher use non fiction to provide instruction in Science and Social Studies.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Looking at the data and seeing the progress of scores and also reviewing individualized goals from the past year, the ENL program at PS 37 is providing opportunities for ENL students to make gain in all areas of reading, writing, listening and speaking. All teachers with ELLs have held articulation meetings with the ENL teacher who also provide PD as needed during professional learning cycles.
32. What new programs or improvements will be considered for the upcoming school year?
Smaller groups and the option to push in will improve the ENL program. The ENL teacher will collaborate with teacher teams during Monday PD and common preps to align instruction to identified standards.
33. What programs/services for ELLs will be discontinued and why?
None as our population will need additional support based on the trends in reading comprehension and writing. We are seeking to expand services.
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are invited to participate in school programs such as ACES, Cookshop, basketball, Girls on the Run and Saturday Academy. The ENL teacher identifies students needs based on her interaction with ELLs and parent coordinator conduct outreach to get parents involved. For example some of our ELLs were participants in Girls On the Run and many of our ELLs attend the afterschool program.
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Smart boards as well as individual computers are used in classroom instructions. National Geographic Reach is our choice textbook with materials ranging from pictures, textbooks and group projects that focus on all content areas.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
The responses of the home language survey are analyzed to identify trends in the language needs of the school. That information is discussed at team meetings and shared with the SLT as well as the parent coordinator to ensure that the school plans for changing needs.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
By complying with CR-154 and reviewing age and grade levels students are placed in groups that are just one grade above or below based on academic needs and capabilities.
38. 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).
New ELL are carefully placed in a class with other ELLs to allow the ENL teacher to support. Peer helpers and bilingual parent volunteers are used as well. Notification to school aides of any language barriers is communicated via ENL teacher and appropriate translation for key words are communicated to school aides and classroom teacher. ENL teacher ensures all parents entitlement, HLIS and parent orientation are given in home language. Distribution of glossary and dictionary by the ENL teacher to the student for regular classroom lessons also takes place.
39. What language electives are offered to ELLs?
None:
40. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ENL teacher takes part in state conferences as well as high-education conferences at the college level. ENL teacher meets with grade teachers during grade meetings. ENL teachers presents to staff ways to accommodate and differentiate with ELLs. ENL teacher is always available for meeting before and after-school to provide assistance. ENL teacher will attend professional developments provided by the borough field support centers.
6. 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?
ENL turn-keys information that is learned at conferences. The principal and assistant principal provide feedback that is specific to each student population.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ELLs are provided with extra instruction in 5th grade to assist in math and writing with the help of technology. The parent coordinator and the ENL teacher plans and delivers workshop to parents of ELL students.
8. 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.
Monday Professional Learning time is allocated to have ELL specific professional development. Agendas and attendance are taken for these then submission to the NYSED.

G. Parental Involvement

7. 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?
Several opportunities are available throughout the year for Parent-teacher Conference and report card nights , meeting before and after-school with the ENL teacher. Tuesdays afternoons are allocated to Parent Involvement.
8. 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.
ENL teacher keeps records of sign-in sheets for parents teacher conferences and then also provides a copy to the Parent Coordinator .
9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents are welcomed to speak with the ENL on a weekly basis, communication is available whether in written or on the phone. The parent coordinator encourages parents to volunteer as translators during workshops.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
n/a
11. How do you evaluate the needs of the parents?
Teachers reach out to parents on an ongoing basis. On going communication, parent teacher conference, report card night or other meetings throughout the year provide opportunities to evaluate parent needs.
12. How do your parental involvement activities address the needs of the parents?
The Parent Coordinator keeps a record of communication with all parents. That information is share with the SLT and the administration of the school on a by-monthly meeting. It is an opportunity to discuss what they need and parents are invited to share and discuss their needs and wants for their child and themselves through the educational process.

H. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: 29Q37

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
P. Benjamin Pascale	Principal		1/1/16
A. Hill	Assistant Principal		1/1/16
J. Estick	Parent Coordinator		1/1/16
K. Gahn	ENL/Bilingual Teacher		1/1/16
	Parent		1/1/16
C. Blisko/K	Teacher/Subject Area		1/1/16
J. DeStio2	Teacher/Subject Area		1/1/16
	Coach		1/1/16
	Coach		1/1/16
C. Jones	School Counselor		1/1/16
Lenon Murray	Superintendent		1/1/16
	Borough Field Support Center Staff Member _____		1/1/16
P. Garone	Other <u>SETSS</u>		1/1/16
	Other _____		1/1/16
	Other _____		1/1/16