

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

|                            |                           |
|----------------------------|---------------------------|
| <b>DBN: (i.e. 01M001):</b> | <b>27Q043</b>             |
| <b>School Name:</b>        | <b>P.S. 043</b>           |
| <b>Principal:</b>          | <b>SIMONE A. NICHOLAS</b> |

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The School by the Sea School Number (DBN): 27Q043  
Grades Served: PreK – 8, SE  
School Address: 160 Beach 29 Street, Queens, New York 11691  
Phone Number: 718-327-5860 Fax: 718-327-6925  
School Contact Person: Simone A. Nicholas Email Address: SNicholas3@schools.nyc.gov  
Principal: Simone A. Nicholas  
UFT Chapter Leader: Simone Harris  
Parents' Association President: Teresa Feliccea  
SLT Chairperson: Cheryl Rhames  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Khawanda Boykin  
Student Representative(s): n/a  
n/a

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd. Ozone Park, N.Y. 11416  
Superintendent's Email Address: MBarton@schools.nyc.gov  
Phone Number: 718-642-5770 Fax: 718-348-2994

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd. Ozone Park, N.Y. 11416  
Director's Email Address: [mwilks@schools.nyc.gov](mailto:mwilks@schools.nyc.gov)  
Phone Number: 718-642-5770 Fax: 718-642-5705

## 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<br>(Blue Ink) |
|----------------------|---|-------------------------|
| Simone A. Nicholas   | *Principal or Designee  |                         |
| Simone Harris        | *UFT Chapter Leader or Designee   |                         |
| Teresa Feliccea      | *PA/PTA President or Designated Co-President  |                         |
|                      | DC 37 Representative (staff), if applicable   |                         |
| Khawanda Boykin      | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                      | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                      | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Jacqueline Gutierrez | CBO Representative, if applicable   |                         |
| Cheryl Rhames        | Member/ School Rep  |                         |
| Theresa McKee        | Member/ School Rep  |                         |
| Rosemary Elliot      | Member/ Parent Rep  |                         |
| Catherine Hernandez  | Member/ Parent Rep  |                         |
| Pamela Ruffin        | Member/Parent Rep   |                         |
| Darlene Lewent       | Member/ School Rep  |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | 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.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> 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. |
| <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS/MS 43 is an elementary-middle school with 981 students from pre-kindergarten through grade 8. The school population comprises 60% black, 31% Hispanic, 3% white, and 3% Asian and 3% multi-Racial students. The student body includes 9% English language learners and 23% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-2015 was 90.6%.

The mission of PS/MS 43Q is to create a community of lifelong learners where high rates of literacy are achieved through active student participation in an array of academic, scientific, artistic and technological activities. We foster the belief in one's self and an acceptance of others. Through high expectations and standards-driven instruction, our students will become responsible and contributing members of a rapidly changing world. We are dedicated to sharing our school facility with the community organizations whose purpose is to benefit children and their families. Through parent involvement and a commitment to education, we believe every student can reach high standards of excellence.

We here at PS/MS 43 have instituted several DOE initiatives to enhance instruction and advance student learning. Some of these initiatives are:

- Middle School Quality Initiative (MSQI) - MSQI supports our school in developing literacy in grades 6-8 ultimately preparing them for success in high school and college. The MSQI team from DOE central partners with our school-based staff to increase the overall reading proficiency of our graduating eighth graders. MSQI is guided by recommendations outlined in the Carnegie Foundation's Reading Next report and follows the "core pillars" of: Reading Screening and Monitoring, CCLS Literacy across the content areas, Strategic Reading Tutoring, Teacher Teams, and Continuous Professional Development.
- Urban Advantage (UA) - Urban Advantage is a standards-based collaboration between DOE and science-rich cultural institutions including Bronx Zoo, Queens Botanical gardens, American Museum of Natural History, and Hall of Science to improve students' knowledge of science and engineering practices. Drawing on the educational resources of the informal science community and its long-term commitment to science education, the New York City UA program provides professional development for middle school science teachers and opportunities for both students, teachers, and parents to engage in authentic science—conducting investigations in which they pose scientifically oriented questions, prioritize evidence, and develop logical explanations, which are essential for understanding science. UA learning experiences align with the science standards and assessments in school systems, including the NYC Department of Education's Performance Standards, which define four types of science investigations for student projects: controlled experiments, field studies, design projects, and secondary research (using scientific data sets obtained by others).
- Building Blocks - Building Blocks is a researched based math curriculum created by Douglas Clements, a University of Denver professor that uses puzzles, games, art projects and songs to help children learn more about numbers, shapes and patterns. The Building Blocks project emphasize a vision of mathematics for young children that :

  } (a) builds upon young children's experiences with mathematics,

  } (b) establishes a solid foundation for the further study of mathematics,

  } (c) incorporates assessment as an integral part of learning events,

- ‖ (d) develops a strong conceptual framework that provides anchoring for skill acquisition,
- ‖ (e) involves children in "doing mathematics,"
- ‖ (f) emphasizes the development of children's mathematical thinking and reasoning abilities,
- ‖ (g) includes a broad range of content, and
- ‖ (h) makes appropriate and ongoing use of technology, including calculators and computers.

PS/MS 43 is partnered with Community Based Organization CCNY/Beacon and other outside agencies to address the social-emotional needs of our students. CCNY/Beacon operates an extensive after school program as well as Saturdays and holidays to provide extra curricula activities for our students. Beacon also supports the MSQI by extending the school day for all our six graders until 5pm. each day. Harvard Ed. tutors provide small group intervention for our at risk middle school students. Outside agencies such as "ENACT" and "Counseling in Schools" provide well needed counseling and workshops for staff, parents and students on social issues such as bullying and anti-violence. The Queens Library partners with us in providing reading intervention and support for our middle school students.

## 27Q043 School Information Sheet

| School Configuration (2014-15)                                  |                               |   |     |   |
|---|-------------------------------|---|-----|---|
| Grade Configuration   | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment                                | 991 | 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   | 10                            | # SETSS   | N/A | # Integrated Collaborative Teaching           |
|   |                               |   |     | 4   |
| Types and Number of Special Classes (2014-15)                   |                               |   |     |   |
| # Visual Arts   | 10                            | # Music   | 8   | # Drama                                       |
| # Foreign Language  | 6                             | # Dance   | N/A | # CTE   |
|   |                               |   |     | N/A   |
|   |                               |   |     | N/A   |
| School Composition (2013-14)                                    |                               |   |     |   |
| % Title I Population  | 83.7%                         | % Attendance Rate                               |     | 90.5%   |
| % Free Lunch  | 85.3%                         | % Reduced Lunch                                 |     | 5.1%  |
| % Limited English Proficient                                    | 9.4%                          | % Students with Disabilities                    |     | 22.7%   |
| Racial/Ethnic Origin (2013-14)                                  |                               |   |     |   |
| % American Indian or Alaska Native                              | 1.1%                          | % Black or African American                     |     | 62.5%   |
| % Hispanic or Latino  | 29.6%                         | % Asian or Native Hawaiian/Pacific Islander     |     | 3.7%  |
| % White   | 3.0%                          | % Multi-Racial                                  |     | 0.1%  |
| Personnel (2014-15)   |                               |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 4.11                          | # of Assistant Principals (2014-15)             |     | 3   |
| # of Deans (2014-15)  | N/A                           | # of Counselors/Social Workers (2014-15)        |     | 4   |
| Personnel (2013-14)   |                               |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A                           | % Teaching Out of Certification (2013-14)       |     | 5.6%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.1%                          | Average Teacher Absences (2013-14)              |     | 8.37  |
| Student Performance for Elementary and Middle Schools (2013-14) |                               |   |     |   |
| ELA Performance at levels 3 & 4                                 | 14.2%                         | Mathematics Performance at levels 3 & 4         |     | 17.3%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 71.8%                         | Science Performance at levels 3 & 4 (8th Grade) |     | 24.5%   |
| Student Performance for High Schools (2012-13)                  |                               |   |     |   |
| ELA Performance at levels 3 & 4                                 | N/A                           | Mathematics Performance at levels 3 & 4         |     | 60.9%   |
| Credit Accumulation High Schools Only (2013-14)                 |                               |   |     |   |
| % of 1st year students who earned 10+ credits                   | N/A                           | % of 2nd year students who earned 10+ credits   |     | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A                           | 4 Year Graduation Rate                          |     | N/A   |
| 6 Year Graduation Rate  | N/A                           |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |                               |   |     |   |
| Reward  |                               | Recognition                                     |     |   |
| In Good Standing  | X                             | Local Assistance Plan                           |     |   |
| Focus District  | X                             | Focus School Identified by a Focus District     |     |   |
| Priority School   |                               |   |     |   |
| Accountability Status – Elementary and Middle Schools           |                               |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | YES   |
| Hispanic or Latino  | YES                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES                           | Limited English Proficient                      |     | YES   |
| Economically Disadvantaged                                      | YES                           |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | YES   |
| Hispanic or Latino  | YES                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES                           | Limited English Proficient                      |     | YES   |
| Economically Disadvantaged                                      | YES                           |   |     |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | YES   |
| Hispanic or Latino  | YES                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES                           |   |     |   |
| Accountability Status – High Schools                            |                               |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                           |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                           |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                           |   |     |   |

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

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

### Part 1 – Needs Assessment

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

Quality Review April, 2015

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards - Developing

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products - Focus/Developing

A comprehensive assessment of our academic program was completed using the information from the School Snapshot Report, school based assessments and our MOTP/MOSL data. Our 2014-2015 NYS Assessment data indicates that 13% met State standards on the New York State English Language Arts test; the average score at this school was 2.3 out of 4.5. 18% met State standards on the New York State math test; the average score at this school was 2.3 out of 4.5. 72% percent is the average pass rate for courses in math, English, social studies, and science. Most of our students have made progress with our lowest third, SWD, ELLs students continuing to struggle to make progress in both ELA and Math.

An analysis of MOTP data for the 2014-2015 school year revealed there are no highly effective teachers, 56 effective teachers, and 6 developing teachers.

Our strength lies in our dedicated and effective staff, but we would like to work on improving teacher practice to increase overall student achievement, especially in ELA. Our priority is to celebrate our teachers’ expertise and commitment and continue to strive to grow professionally and build upon best practices.

### Part 2 – Annual Goal

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

By June 2016, there will be a 2% increase of student proficiency in grades 3 – 8, on the Spring 2016 NYS ELA exam.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p>  | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|---|---|
| <p>Professional learning opportunities will be available to all teachers by administrators, teacher leaders, Central and Borough Field Office staff developers.</p> <p>Teacher leaders will support their grade level teachers respectively by turn-keying professional learning opportunities in the following areas :</p> <ul style="list-style-type: none"> <li>• Using the Item Skills Analysis tool to determine student strengths, weaknesses and next steps for instruction;</li> <li>• How to translate data from ongoing in-house assessments (e.g. Periodic Assessments, Fountas and Pinnell) to inform next steps for teaching and learning.</li> </ul>  | <p>K-8 Teachers</p>                                     | <p>September 2015 – June, 2016</p>  | <p>Principal,<br/>Asst. Principals<br/><br/>Teacher Leaders District<br/>Staff Developers</p>             |
| <p>There will be intensive support to the lowest third of the School. Remediation will also be provided to small classes of 15 students during our Saturday Academic Academy for a total of 30 hours (3 hrs. per Saturday) for students in grades 3-8. All SWD students will be expected to attend and will also be in a setting with a reduced student to teacher ratio.</p>   | <p>Students in the Lowest Third</p>                     | <p>September 2015 – June, 2016</p>  | <p>Grade 3 to 8 teachers</p>  |
| <p>Progress monitoring of progress reports, running record data, other benchmark exam data, conferencing notes, teacher-made assessment/unit data to maintain fluid grouping and to align instruction to student needs and CCLS. All progress reports are sent home to parents and parents have an opportunity to come up on Parent Engagement Tuesdays to meet with teachers.</p> <p>Classroom /content area specialist will periodically confer to examine student work and plan instruction accordingly on both Monday and Tuesday extended day. Classroom/ content area</p>   | <p>Students in K-8<br/><br/>Students in K-8</p>         | <p>November, 2015, March, 2016, and June, 2016<br/><br/>November, 2015, March, 2016, and June, 2016</p> | <p>All Classroom Teachers<br/><br/>All Classroom Teachers</p>   |

|   |   |   |  |
|---|---|---|--|
| <p>specialist and ESL teachers will periodically confer to examine student work and plan instruction accordingly on both Monday and Tuesday extended day</p>  |   |   |  |
| <p>Teacher teams will continue to meet during Monday Extended Day and weekly common preps to modify and adjust curriculum plans in ELA to ensure there's a variety of non-fiction and informational text embedded in lessons, with a focus on text complexity and advanced vocabulary, aligned to the CCLS. These adjustments will challenge students' thinking and increase their level of engagement.</p> <p>Conduct PD and intensive support in School-Wide Danielson focus on domain 3D to use assessment in instruction;</p> <p>Have inter-visitations, instructional rounds and model lessons focused around professional goals to support teacher practice in our School-Wide Danielson focus on domain 3D.</p> <p>Develop strategies to foster improvements to the Danielson 3D Rubric such as having students collaborate and be aware of criteria for assessment; teachers elicit evidence of student understanding through monitoring of same which was woven seamlessly into the lesson; valuable feedback that is timely, constructive, and substantive; student assumption of responsibility for learning as they monitor their own learning</p> <p>Use Engage NY and ReadyGen as starting points for CCLS aligned instruction;</p> <ul style="list-style-type: none"> <li>- Teacher teams create, revise and refine units and lessons;</li> <li>- Focus on 3b, 3c, and 3d to promote engagement in higher order thinking as a focus for our professional development this year;</li> <li>- Use differentiated pathways &amp; entry points to promote higher order thinking among students who previously did not have access to this level of thinking in support of ELLs, SWDs, struggling &amp; advanced student learning needs;</li> <li>- Conduct PD to integrate Tiered Tasks to help plan different entry points and guide the lesson.</li> </ul> <p>Ensure alignment with CCLS &amp; instructional shifts to promote higher order thinking;</p> | <p>All Teaching Staff</p> | <p>September, 2015 – June, 2016</p> <p>September, 2015 – June, 2016</p> <p>September, 2015 – June, 2016</p> <p>Monthly<br/>September, 2015 – June, 2016</p> <p>September, 2015 – June, 2016</p> | <p>Teacher Teams</p> <p>Administration ,</p> <p>Lead teachers</p> <p>Administration ,</p> <p>Lead teachers</p> <p>Administration ,</p> <p>Lead teachers</p> <p>Administration ,</p> <p>Lead teachers</p> |

- Review student work samples to critically examine the rigor of our instruction & to pinpoint areas where higher order thinking can be included into instruction & tasks;
- Use Depth of Knowledge (DOK) as a descriptive tool & teachers have been presented with the model & teacher teams have tried out ways it might be used in planning to ensure the standard of the work involves ALL 4 levels that help identify the complexity, as appropriate, to the lesson, of the cognitive demand of what is being asked of students.

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**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.

- Master Schedule programming to allow a minimum of one period a week of common planning for all teachers;
- Borough Field Support staff to provide professional development;
  - Curricula resources;
  - Additional texts for instruction in classes;
  - Earmark Title III ESL class running from November through May during mornings/ Saturday Academy;
  - Allocate per session funding for after school tutorial to support students in Mathematics & Living Environment Regents preparation;
  - Per session funding for additional team planning;
  - Funding for parent outreach and curricula workshops;
  - Conduct Saturday Academy to target specific students who would benefit from additional instruction in Mathematics & ELA January through April.

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

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

**Part 5 – Progress Monitoring**

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

By February, 2016:

60% of students in grade 3-8 will show a five percent gain on the midyear MOSL exams

- Progress toward completion of work on units of study, lesson series and lessons that will exhibit CCLS alignment, academic rigor, tiered tasks and multiple entry points for the variety of learners ;

- Improved school performance in ELA, especially for our subgroups;
- Increased attendance at school held workshops on curricula and other family and parent programs.

Weekly:

Administration share in cabinet meetings their participation in and their observations, of teacher team planning;

Leader teachers monitor progress made toward the completion of Planning Meeting Agendas and collaborate with teacher teams to set the next steps;

Quarterly MOSL evaluations

Ready Gen End of Unit exams

**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.

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

**Section 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 the 2014-2015 School Quality Snapshot, 13 % of students met State standards on the New York State ELA Assessment. The average score at the school was 2.3 out of 4.5. The New York State ELA Assessment results indicated that while most students were able to read and cite evidence from the texts, their organization and development of the writing task were below the standard.

The 2014-2015 Quality Review notes: “Strengthen instructional practice across the school so that lessons are planned to reflect intentional scaffolds and extensions in order to increase student engagement and high-order thinking”. One of the areas of focus was “researched-based, effective instruction that yields high quality student work,”

As a PreK-8 school, a priority need is for teachers to communicate with each other in order to inform their practice with the vertical expectations of the ELA Common Core Learning Standards. Increasing instructional coherence will address student gaps and support academic strengths.

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels - Developing

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed

by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and

meets the needs of all learners so that all students produce meaningful work products - Focus/Developing

### 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, 50% of students will show improvement in writing as evidenced by an increase in proficiency in two of the seven traits from the baseline writing assessment at the end of the year.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>   | <p><b>Timeline<br/>What is the start and end date?</b></p>  | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>  |
|---|---|---|--|
| <p>Teacher teams will meet to analyze student baseline writing samples to discern gaps in student understanding of the writing process and craft strategies to support student writing.</p>   | <p>K-8 Teachers</p>   | <p>October 2015 – June 2016</p>   | <p>Teachers, Lead Teachers, School Leadership</p>  |
| <p>Teachers will provide direct instruction and model components of the writing process using the workshop model structure.</p>   | <p>K-8 Students</p>   | <p>September 2015 – June 2016</p>   | <p>Teachers, Lead Teachers, School Leadership</p>  |
| <p>School will administer a mid-year performance task in writing to measure student growth and make adjustments to the writing program so that instruction is targeted to each student’s needs.</p>   | <p>K-8 Students</p>   | <p>January 2016</p>   | <p>Teachers, School Leadership</p>   |
| <p>Teachers will utilize rubrics and checklists to measure student progress towards mastery of the skills.</p> <p>Provide parents with grade specific writing workshops and instructional websites to assist parents with helping their children achieve their writing goals, and to show the element of trust because we are all working together to increase student achievement.</p> <p>Students with disabilities and English Language Learners will be provided with multiple entry points and supported through scaffolding and differentiated instruction.</p> <p>Teachers collaboratively develop CCLS-aligned writing units.</p>                           | <p>K-8 Students</p> <p>Parents, Teachers, Students</p> <p>K-8 Students with Disabilities, English Language Learners</p> <p>K-8 Teachers</p> | <p>October 2014 – June 2015</p> <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>October 2015 – June 2016</p> | <p>Teachers, School Leadership</p> <p>Teachers, School Leadership</p> <p>All Teachers of SWD’s &amp; ELLs, Related Service Providers, School Leadership</p> <p>Teachers, School Leadership</p> |

**Part 4 – Budget and Resource Alignment**

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| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>MOSL Baseline Writing Task, Mid-Year Performance Task, ReadyGen Performance Tasks, Rubrics, Checklists, Norming &amp; Scoring sessions</p>  |

| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |                                |  |            |  |                     |  |                      |  |                         |
|--|----------|---|--------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| X  | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|  | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

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| <p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, 50% of students will show growth in at least one trait using the NYC Performance rubric.</p> |
| <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>  |

**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**

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| <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> |
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**Part 2 – Annual Goal**

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| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
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**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

### Part 1 – Needs Assessment

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

Recognizing the critical role of parents as partners, our priority need is to increase the number and types of opportunities for parents to stay actively involved in their children’s educational experience. Attendance figures from 2014-2015 events indicate that approximately 2-5% of parents regularly attended Parent Association meetings. In order to increase parent participation, we are offering a wide variety of instructional and non-instructional workshops as well as regular opportunities for parents to meet with their children’s teachers. In addition to instructional workshops that address students’ social and emotional needs. Moreover, we are committed to building partnerships with parents through monthly family activities including, but not limited to Bonding with Books, Family Night, Cook Shop and the weekly Family Engagement Day. Establishing partnerships with staff and families working collaboratively to support students’ academic achievement and progress towards college and career readiness.

### 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 10% increase in parent engagement as evidenced through increased attendance at PTA meetings, school functions, and additional student events.

### Part 3 – Action Plan

|  |   |  |   |
|--|---|--|---|
| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
| <p>School activities including family/centered events such as Family Nights and workshops that address instruction as well as student social and emotional needs.</p>  | <p>All K-8 students &amp; Parents</p>                   | <p>September 2015 -June 2016</p>                           | <p>Parent Coordinator</p>   |
| <p>Regular communication with parents through online grading software such as Family Access Management (FAM), Engrade and Google Docs</p>  | <p>All K-8 Parents</p>                                  | <p>September 2015– June 2016</p>                           | <p>K-8 Classroom Teachers, School Leadership</p>  |
| <p>Teachers will use their Parent Outreach time on Tuesday afternoon to provide parents with workshops around CCLS, homework help, NYS Testing, etc.</p>   | <p>K-8 Parents</p>                                      | <p>September 2015- June 2016</p>                           | <p>K-8 Classroom Teachers, Guidance Department, School Leadership</p>                                     |
| <p>Parent Coordinator will provide family workshops and training</p> <p>In collaboration with outside agencies such as Counseling in Schools to help meet the social emotional needs of students and parents.</p>  | <p>K-8 Parents<br/><br/>K-8 Parents</p>                 | <p>September 2015- June 2016</p>                           | <p>Parent Coordinator, School Leadership, Counselors</p>  |

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

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

By June 2016, there will be a 10% increase in parent engagement as evidenced through increased attendance at PTA meetings, school functions, and additional student events.

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

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

**(Required for All Schools)**

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services   | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)   | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)   | When the service is provided (e.g. during the school day, before or after school, etc.)                               |
|---|---|--|---|---|
| <b>English Language Arts (ELA)</b>          | <ul style="list-style-type: none"> <li>- Performance on the ELA state exam.</li> <li>-Performance on MOSL exams.</li> <li>-Ready Gen and CO-DEX End of Unit Results</li> <li>Teacher recommendation.</li> </ul>               | Curriculum Associates, Strategy Specific Reading. Voyager Passport, Reading Intervention Program. Curriculum Associates, Ready New York CCLS ELA Instruction Peoples Education, Measuring UP to the New York State Learning Standards ELA Imagine Learning, (computer) Reading Intervention Program for ELL students Waterford (computer) Reading Intervention Program for grades Prek-3 Study Island (computer) Reading Program | <ul style="list-style-type: none"> <li>- Tier 2- Small Group</li> <li>- Tier 3- 1:1</li> <li>- Tier 2- Small Group</li> <li>- Tier 3- 1:1</li> <li>- Tier 1 -Whole Class</li> <li>- Tier 2- Small Group</li> <li>- Tier 3- 1:1</li> <li>- Tier 1- Whole Class</li> <li>- Tier 2- Small Group</li> <li>- Tier 3- 1:1</li> <li>- Tier 2- Small Group</li> <li>- Tier 3- 1:1</li> <li>- Tier 1- Whole Class</li> <li>- Tier 2- Small Group</li> <li>- Tier 3- 1:1</li> <li>- Tier 1- Whole Class</li> <li>- Tier 2- Small Group</li> <li>- Tier 3 – 1:1</li> </ul> | Tiers 1, 2 and 3 students will be provided with students during the school day; after school and via Saturday Academy |
| <b>Mathematics</b>                          | <ul style="list-style-type: none"> <li>Performance on the Mathematics NYS Exams.</li> <li>Performance on the Math MOSL results.</li> <li>Go Math baseline and end of unit results.</li> <li>Teacher recommendation</li> </ul> | Curriculum Associates, Foundational Math Skills Kit. Curriculum Associates, Ready New York CCLS Math Instruction<br><br>Peoples Education, Measuring UP to the New York State Learning Standards Math Study Island (computer) Math Program for grades  | <ul style="list-style-type: none"> <li>Tier 2- Small Group</li> <li>Tier 3- 1:1 Tier 1- Whole Class Tier 2- Small Group</li> <li>Tier 3 -1:1</li> </ul>   | Tiers 1, 2 and 3 students will be provided with students during the school day; after school and via Saturday Academy |

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|---|---|---|---|--|
|   |   | 3-8 Waterford (computer) Math Intervention Program grades prek-3  |   |  |
| <b>Science</b>  | Performance on the 4 <sup>th</sup> and 8 <sup>th</sup> grade Science exam results.<br><br>MOSL results<br><br>Teacher recommendation.<br><br>Report grades. | Peoples Education, Measuring Up to the New York State Learning Standards<br><br>Science grades 4&8  | Tier 1- Whole Class<br>Tier 2- Small Group  | After school & Saturday Academy  |
| <b>Social Studies</b>   | Report card grades.<br><br>MOSL results<br><br>Teacher recommendations.   | Incorporated during Literacy Block. Students will read non-fiction, social studies related articles differentiated for students reading below grade level | Tier 1- Whole Class<br>Tier 2- Small Group  | During the school day  |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Teacher, Guidance Counselor and SAT recommendations.<br><br>OORS report data.   | SAPIS-Substance Abuse Prevention Intervention<br>Specialist ERSSA-Educational Related Support Services<br>Guidance Counselor Counseling in Schools        | Whole Class, individual, small group, Small group, 1:1 Individual and small group, grades Prek- 8 One-on-on e | Students will be provided with students during the school day; after school and via Saturday Academy |

**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| Utilize the Measures of Teacher Practice (MOTP) component through the implementation of Advance, which will use the Danielson Teacher evaluation framework to help monitor and inform effective teacher instructional practices. Teachers will be observed multiple times over the course of the year, each accompanied by actionable feedback based on the Danielson rubric's 8 focused competencies of: Designing Coherent Instruction, Demonstrating knowledge of content and pedagogy, Creating an environment of respect and rapport, Managing Student Behavior, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Growing and Developing Professionally. |
| Conduct differentiated professional development for teachers based on their needs assessment through trends identified by Advance data.   |
| Attend Core Curriculum professional development offered by the publishers of: Code X, CMP3, Go Math & ReadyGen  |
| Attend Hiring halls   |
| Encourage teachers to seek and complete the bilingual extension   |
| Attend professional development and network with other schools, colleagues, Central and Borough support personnel   |

Outreach to universities

## **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).

Profession Development will be based on in class observations using the Danielson framework for teacher evaluation

- Use of external consultants, specially “Literacy Support” to support teachers in effective instructional strategies and alignment with the CCLS
- Utilization of support from the CFN network and their instructional specialists to support staff in instruction and compliance with city expectations and CCLS
- Teachers, principals, and other staff will attend professional development for the new common core curriculum
- Teachers, principals, and other staff will attend professional development workshops specific to ELLs, SWDs, Math, ELA and other content areas.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

### **3b. TA Coordination with the Regular Program**

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

## **Part 4: SWP Schools Only**

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

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

Vertical planning and professional development between the grades

- Sharing of records/information at the end of school year of students moving up
- Collaboration with aligning the CCSS with the common core curriculum and in house curriculum maps
- Sharing of Data with regards to strengths and areas of concern obtained from formative and periodic assessments
- Open house for parents to visit the school programs
- Pre-K students not in our zone and are with us in Pre-K will be encouraged to transition in our K/school.

### **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.

Sharing of Data with regards to strengths and areas of concern obtained from formative and periodic assessments • Data Specialist prepares reports and conducts professional development on the how to use the data to inform instruction • MOSL committee reviews different types of assessments

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

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

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                   |
|------------------------|--|---|---|-----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s)  |
| Title I Part A (Basic) | Federal  | 480,927.00  | x   | 12, 13, 14, 20, 25,<br>26, 27, 28 |
| Title II, Part A       | Federal  | 256,281.00  | x   | 12, 13, 14, 20, 25,<br>26, 27, 28 |
| Title III, Part A      | Federal  |   |   |                                   |
| Title III, Immigrant   | Federal  | 11,200.00   | x   | 12, 13, 14, 20, 25,<br>26, 27, 28 |
| Tax Levy (FSF)         | Local  | 4,816,592.00  | x   | 12, 13, 14, 20, 25,<br>26, 27, 28 |

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

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

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

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

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

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

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

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

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

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

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

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

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

---

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

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. **PS/IS43Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/IS43Q** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact**

**PS/IS 43Q The School By the Sea** , 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

### **III. Student Responsibilities:**

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



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

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

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

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

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

| Part A: School Information   |                    |
|--|--------------------|
| Name of School: <u>School by the Sea</u>   | DBN: <u>27Q043</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: <u>54</u>  |
| Grades to be served by this program (check all that apply):  |
| <input 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<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>12</u>   |
| # of certified ESL/Bilingual teachers: <u>1</u>  |
| # of content area teachers: <u>11</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: PS 43 met AYP for English Language Learners in ELA, Math, and Science. PS 43 met AMAO2 with 17.05% of students attaining proficiency on the NYSESLAT. However, PS43 did not meet AMAO1 with not enough students making progress on the NYSESLAT. We plan to increase the number of ELLs reading, doing Math and Science at grade level proficiency and making progress in English Language Acquisition. PS 43 is currently providing supplemental service to the ELL's. PS 43 is providing supplemental instruction to ELLs in grades 3 through 8 in the Saturday Academy. Saturday Academy takes place from November through April and services grades 3 through 8. The program runs on Saturdays from 9 am to 12 pm. There are about 22 sessions anticipated to take place. This program is supplemental to the students' mandated services. The focus of this program is to improve students reading, writing and mathematics. Students were selected based on NYS ELA, NYS Math and NYSELAT test scores as well as teacher recommendations. For this program, some of the materials selected to be utilized include Test Prep. student workbooks, and other teacher resources. The language of instruction for this program is English. Groups were formed separating beginners from intermediate and advanced students. The materials selected for this program support vocabulary development, content based reading and scaffolding for the ELL students. The ultimate goal is to assist the ELL's in obtaining english profeciency on the NYSESLAT as well as to prepare them for the New York State ELA Exam. The teacher plans and faciliates differentiated lessons.

## 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: PS 43's professional development focus for the 2014 - 2015 school year is Common Core Learning Standards, Teacher Effectiveness and English Language Arts instruction meeting the needs of all students. PS 43 is currently receiving Network ELL support. An assistant principal collaborates with the ELL support personnel. ELL Network personnel are also providing professional development and support to the ESL teacher. Professional development will be provided by in house personnel as well as hired consultants. Ms. Torres, Ms. Werner, Ms. Leary, Ms. Caines, and Ms.Varghese, ESL teacher, are some of the professional development providers. The topics and anticipated dates are as follows: SSRD (writing strategies to develop self-regulated writers) 1/26/15, Connecting Ready Gen and Code X curriculum to scaffold instruction for ELL's on 2/23/15, and Strategies to develop Vocabulary on 3/30/15. Each PD session will be take place from 2:30 to 3:40. The participating teachers are Ms.Edwards, Ms.Ferraro, Mr.Berghorn, Ms.J.Moore, Ms.Lesley, Ms.Mckee, Ms.Minto, Ms.Sessing, Ms.Benison, Ms.Romanello, Ms.B.Moore, and Ms.Munoz(Bilingual)

### 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: At PS 43, it is our goal to have the parents of our ELL students involved in their child's education. This involvement supports their child's academic success. Activities and programs are ongoing throughout the school year. The parents are notified through newsletters and monthly calendars of upcoming events. Newsletters and family guide booklets go home in different languages. An effort will be made to provide translation of all languages for parents. In addition, our bilingual Parent Coordinator, Mr. David Cotto, has regular communication with the parents of our ELL students to address any of their concerns and keep them abreast of activities taking place. Teachers communicate with parents through the student's agenda book which goes home with the child daily. Teachers also meet with parents during the contractually allotted time every Tuesday from 2:20-3pm. The focus of the activities provided to the ELL students and their families is cultural awareness and appreciation. Some of the activities for the ELL students and families include class trips and parents workshops. Parent workshops have been planned for 10/16/14, 10/18/14, 11/22/14, 12/18/14, 1/15/15, 2/21/15, 3/28/15, 4/16/15, 5/21/15, and 6/18/15. Each session is 1 hour long. Some of the topics and dates for parent activities are as follows: Caring for the Caregiver, Stress Causes, Symptoms, and Management on 11/20/14, Problem Solving and Building our Community on 12/13/14, Common Core Math, How can I help my child prepare for the state exam on 1/17/15, Common Core English, Preparing for the state exam on 1/17/15 and Getting Ready for the NYSESLAT exam on 2/12/15. All Title III teachers are invited to attend.

### Part E: Budget

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul> |                 |   |
| Educational Software (Object Code 199)                                    | _____           | _____   |
| Travel  | _____           | _____   |
| Other   | _____           | _____   |
| <b>TOTAL</b>  | _____           | _____   |

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

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

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

## Part I: School ELL Profile

### A. School Information

|                             |                       |                          |
|-----------------------------|-----------------------|--------------------------|
| District <b>27</b>          | Borough <b>Queens</b> | School Number <b>043</b> |
| School Name <b>PS/MS43Q</b> |                       |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Simone Nicholas</b>                  | Assistant Principal <b>Frank Farino</b>                    |
| Coach <b>type here</b>                            | Coach <b>type here</b>                                     |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor <b>Lisa Meringoff</b>                     |
| Teacher/Subject Area <b>type here</b>             | Parent <b>type here</b>                                    |
| Teacher/Subject Area <b>type here</b>             | Parent Coordinator <b>David Cotto</b>                      |
| Related-Service Provider <b>Mr.Vitta</b>          | Borough Field Support Center Staff Member <b>type here</b> |
| Superintendent <b>Mary Barton</b>                 | Other (Name and Title) <b>type here</b>                    |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>980</b> | Total number of ELLs | <b>82</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |    |   |    |
|-----------------------------|----|---|----|---|----|
| <b>All ELLs</b>             | 90 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 53 | <b>ELL Students with Disabilities</b>                     | 35 |
| <b>SIFE</b>                 | 0  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 25 | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 12 |

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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>DL</b>    | 7                                       | 0    | 7   | 2   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>ENL</b>   | 38                                      | 0    | 8   | 23  | 0    | 15  | 12   | 0    | 9   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

| Dual Language (ELLs/EPs*)<br>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                                     |     |    |     |    |     |    | 6   | 16 | 1   | 18 |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

\* EP=English proficient student

| Dual Language (ELLs/EPs)<br>9-12               |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| This Section is for Dual Language Programs Only                     |  |
|---|--|
| Number of students (students fluent in both languages):<br><u>2</u> | Number of students who speak three or more languages: <u>0</u> |

| 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  | 10       | 3        | 16       | 9        | 5        | 6        | 8        | 3        | 11       |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          | 1        |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          | 1        |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          | 1        | 2        | 2        |          | 1        |          | 1        |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          | 1        |          | 1        |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 2       | 1       |         |         | 0     |
| 4       | 5       |         |         |         | 0     |
| 5       | 8       |         |         |         | 0     |
| 6       | 4       |         |         |         | 0     |
| 7       | 10      | 1       |         |         | 0     |
| 8       | 6       | 2       |         |         | 0     |
| NYSAA   |         |         |         |         | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        | 2       |    | 1       |    | 1       |    |         |    | 0     |
| 4        | 6       |    | 1       |    |         |    |         |    | 0     |
| 5        | 6       |    | 2       |    |         |    |         |    | 0     |
| 6        | 4       |    | 1       |    |         |    |         |    | 0     |
| 7        | 11      |    |         |    |         |    |         |    | 0     |
| 8        | 7       |    | 1       |    |         |    |         |    | 0     |
| NYSAA    |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     | 3       |    | 5       |    | 3       |    | 1       |    | 0     |
| 8                     | 2       |    | 4       |    | 1       |    | 0       |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

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

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

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 9   |                        |                        |                        | 23   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The assessment tools used to assess the literacy skills of our Ell's are Fountas and Pinnell and ReadyGen Performance Tasks. Grade level writing assessments are done periodically throughout the year. ELL Periodic Assessments, Performance Series ,NYC Performance Assessments, and the NYSESLAT are also used to assess literacy skills of our students. Teachers use reading assessments to gain insights as to our students' areas of strengths and weaknesses. This information is used to gain more knowledge on how to differentiate our lessons to meet our students' individual needs. Data from these assessments is used to improve programs at PS/MS 43. Data from the NYSESLAT reveals that there are gains made from the expanding level to the commanding level. Data shows that the entering and emerging students need more support through differentiated lessons and strong vocabulary development. Fountas and Pinnell data reveals that although there are gains made throughout the grades, students are having difficulty comprehending non-fiction texts.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns across performance levels reveal that 15.5% of ELLs are in the entering level. 78.6% are in grades K-4 and 21.4% are in grades 5-8. ELLs that are in the emerging level are 6.7% with 33.3% in grades 2-3 and 66.7% in grades 5-8. 8.9% of Ells are in the transitioning level. 75% of students in the transitioning level are in grades K-4 and 25% are in grades 5-8. 41.1% of students are in the expanding level with 56.8% in grades K-4 and 43.2% in grades 5-8. In the commanding level, there are 13.3% of ELLs. 75% are in grades 2-4 and 25%in grades 5-8.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The school uses the AMAO to see the progression our ELLs are making on the NYSESLAT and on the state tests. The AMAO allows the school to identify the percentage of students who have obtained proficiency in the English language and the percentage of students who have moved from one level of the NYSESLAT to the next. It also provides us with information on how the students performed on the ELA. This data is utilized to direct instruction.
- For each program, answer the following:

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

A. Across the grades on the NYS ELA, 89% of ELL students scored a level 1 and 10% scored a level 2. Across the grades on the NYS Math, 83.7% of ELL students scored a level 1, 13.9% scored a level 2 and 2.3% scored a level 3. On the NYS science test, 26.3% of ELL students scored a level 1 and 47.3% of ELL students scored a level 2, 21% scored on a level 3 and 5.2% scored on a level 4. Data shows that ELLs are scoring on similar levels in Math and ELA but scoring higher on the science exams.

B. The school leadership and teachers use the results of the ELL Periodic Assessment to reflect upon teaching and programs. ESL and classroom teachers analyze results to guide their instruction for student performance. Small group instruction is utilized to teach target skills based on these assessments. Results of the ELL periodic reveals that entering and emerging students need much support to progress in their English language development. Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.

- Additional support in listening skills for Newcomers, including increased use of technological activities and listening centers in the classroom.

- Utilization of the Pearson's "Ready Gen" reading program for grades K-5 and grades 6-8 "Code X" Scholastic program, both fully aligned and meeting the CCLS rigorous requirements as well as the Pearson's "Go Math" program.

- Implement a print rich environment, use of bilingual dictionaries and bilingual glossaries in the classrooms.

- Incorporating all language modalities during the lesson, e.g. group discussions, journals.

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies. The teacher of ELLs uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLs.

C. The Periodic Assessments inform teachers of the specific needs of ELL's. They show us what areas need to be focused on and how teachers need to tailor their instruction to help students meet and exceed the Common Core State Standards. Instruction is sharpened and fine tuned through the use of the Periodic Assessments. Home language is used in the Dual Language program for ELA and content area instruction. 50% of the instruction is in English and 50% of instruction is in Spanish on the same subject. Home language support is given during ENL instruction.

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.](#)]

Teachers will use data from multiple sources to inform decisions and various tools are used to uncover critical information. To identify the many factors influencing educational outcomes for an ELL student, there are different categories of information to analyze such as language background, acculturation, educational and experiential background, values/norms, and higher-order thinking skills. We look at students' academic strengths and weaknesses, proficiency in both languages and areas of instructional strengths and weaknesses as well as the match between instruction and students' needs.

English Language Learners who score below specified levels of performance on the NYSESLAT will be given support services based on various factors. Such factors include the number of years of instruction in a dual language or ENL program, English and home language literacy, SIFE status, English and home language literacy needs of long-term ELLs, content area teacher/ENL teacher recommendation, parent/guardian request and sample of student work. In September of each year, all students, including ELLs receive baseline assessments in ELA and Math to determine their functional levels. Based on the assessment results :

Tier 1: All students are addressed through a differentiated approach to learning that is data driven. Instructional Practices are aligned to the Common Core State Standards, the DOE Instructional Expectations and the Danielson Framework. The focus of instruction is on promoting language and literacy development. New vocabulary and key concepts are previewed to provide background knowledge. Phonemic awareness is taught using rhymes, reading poems, and reading books with rhythmic patterns. Reading fluency is gained through modeling, shared reading, choral reading and partner reading. Content area texts are used for reading comprehension. Students are questioned to promote critical thinking. Students are given the opportunity to demonstrate their comprehension through multiple methods.

Tier2: Students at this level are provided with Saturday Academy and small group tutoring to help improve student outcomes. Further, students will be identified as at risk based on their State Assessments, Performance Series, Periodic Assessments and teacher feedback that indicate they are performing below expected levels on ELA and math.

Tier 3: After a 10-30 week duration, the students who have not made adequate progress are referred to the PPT for further review and will continue to receive targeted, small group instruction until the Pupil Personnel Team recommendation has been made.

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

Teachers administer both formal and informal assessments. The data is analyzed to assess areas of need. Lessons are differentiated and planning and instruction are adjusted to meet the needs of students' second language development. A variety of strategies are employed to make the curriculum accessible to second language learners. Scaffolding, bridging, contextualization, schema building, and text representation are utilized to ensure student progress.

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?

English-proficient students are assessed in the target language through informal and formal assessments. English proficient students are performing on par with their peers in ELA and Math.

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

The successes of our programs for ELL's are evaluated through student performance on state tests, Periodic Assessments, the NYSESLAT and their individual English proficiency. The main focus is on the NYSESLAT. Students' scores are analyzed and compared to the scores obtained the previous year. For example, the results of the 2013/2014 NYSESLAT would be compared to the results of the 2014/2015 NYSESLAT scores. This data is used to place students into appropriate groups according to proficiency levels and needs. We also evaluate reading and writing skills as demonstrated at each grade, year to year class test scores, teacher observations and parental observations and feedback to determine the successes of our ELL programs.

## 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.

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. At the time of registration, we administer the Home Language Identification Survey to new NYS admits in grades K-8 as well as those who have not been in a NYS public school for 2 or more years. Students who have not been in a NYC or NYS public school for 2 or more continuous years are eligible to go through ELL identification process again. The existing Home Language Survey can be reviewed by the Assistant Principal, the Principal, and/or the ENL teacher. They meet with the parents and student, conducting an informal interview, to fully and accurately complete the HLIS if new to the city or country. A review of the HLIS provides information to establish eligibility for NYSITELL screening. Additionally, the students' exam history is received by ATS and students' existing LAB-R/NYSITELL or NYSESLAT scores are used to group students accordingly.

To initially identify students who may possibly be ELLs during the registration of the children, parents are asked to complete the Home Language Identification Survey (HLIS). An informal oral interview is also conducted and a translator is provided whenever necessary. There are several staff members as well as the parent coordinator that speaks Spanish and assist when necessary. After completion of the survey, a trained school pedagogue reviews the HLIS. If the HLIS indicates that a language other than English is used in the home and an interview leads to the conclusion that the student is more dominant in another language, the students are administered the NYSITELL within ten days of registration. If student scores at Entering, Emerging, Transitioning, or Expanding level, the student is an ELL. Spanish speaking students who tested into the program are then administered the Spanish LAB exam. All personnel involved in the screening, HLIS review, interview, and administering of NYSITELL are trained school pedagogues. To annually evaluate ELLs we check the NYSESLAT scores of students to assess their current level of proficiency for linguistic and academic placement for the present school year. RNMR reports are pulled from ATS and reviewed for student's progress and proficiency in all modalities. Upon review of scores, letters are sent home to parents that are for either continued entitlement or the discontinuation of ENL services based on Commanding scores. Letters indicate the parents right to request re-identification or appeal within 45 days. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in a Compliance Binder located in the ENL teacher's room.

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).

If there are indications that a student has had an interruption or inconsistency in their schooling and they are newly identified ELLs in grades 3 to 9 and are at the entering or emerging level of proficiency on the NYSITELL, the SIFE Identification Process will

begin. Students will be given the oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS) will be administered for those who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish. To identify SIFE students within 30 days of enrollment, we currently interview these students and guardians. Additionally, we look at students LAB-R/NYSITELL score and Spanish LAB score if applicable. The students work is also considered as an assessment piece, therefore the interview requires a review of the students's abilities or work samples in reading and writing in English and the home language and math that are collected or generated during the interview. If we were to have SIFE students, they would be offered RTI support services. The ENL teacher would work closely with the classroom teacher to ensure adequate progress of these students.

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).

To determine NYSITELL eligibility for students entering with an IEP and the home language is other than English, the Language Proficiency Team (LPT) is formed to review evidence of the student's English language development. This team will make a recommendation as to whether the child should or should not take the NYSITELL. The LPT includes a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or an ENL teacher, a director of special education, the student's parent/guardian, and an interpreter or translator of the language the parent or guardian best understands.

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.

Once the NYSITELL is scanned and a score is determined, parents will receive either an entitlement letter or a non-entitlement letter based on the NYSITELL score. The ENL teacher will send these letters within five school days after the NYSITELL is scanned.

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).

Parents are notified via a letter of entitlement or non-entitlement that they have a right to appeal ELL status within 45 days of enrollment. They are also informed verbally of their rights during individual and/or parent orientation meetings. All communication is in English and the parents preferred language with the assistance of our bilingual parent coordinator, Mr.Cotto. Copies of letters are kept in a compliance binder in the ENL teachers' room.

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

Parents of newly identified ELL's are invited to a parent orientation after the administration and scanning of the NYSITELL. Orientation's are held throughout the year, as needed, both during the daytime and in the evening. To inform parents of the three program choices available in NYC, the Parent Orientation Video is shown during the orientation in the parents' native language. Information on standards and assessments are also provided. Translation services are provided as needed. After viewing the video, parents have the opportunity to ask any questions they may have. The parents then fill out the Parent Survey and Selection form indicating their program choice. The parents selection is then entered on the ELPC screen in ATS. If a parent selects a program that is not available at our school we assist them in finding a school that offers that program. The choices presently available at PS/MS 43 are the ENL Program (K-8) and the Dual Language Program (grades 3 and 4). If during the process 15 entitled students on two contiguous grades that have the same home language indicate a preference for a transitional bilingual program, then a class will be opened. Parent outreach to inform parents of this option would be done by the ENL teacher with the assistance of our bilingual parent coordinator.

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 ensures that parents of students who have been NYSITELL tested and are determined to be ELL entitled are notified as soon as entitlement is verified. Parents are notified in writing in English and their home language. Letters are sent home with children in their parent/teacher correspondent folders. As per the RLAT and/or Exam History reports the NYSESLAT scores of students from previous school years are checked to determine continuing entitlement to services. The parents of these students are therefore, notified of continuing entitlement for services. They are also notified in writing. Parents are invited to a parent orientation session within ten school days after the enrollment of child. To ensure that parent surveys and program selection forms are returned parent orientation meetings are held monthly throughout the school year. Parents are invited (in English or home language) to attend. They are contacted in writing and when necessary by telephone and personally when seen at the school during arrival or dismissal of students. All forms are requested to be filled out right after the meeting. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the ENL teacher's room in the Compliance Binder.

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

Attempts will be made to contact parents by phone, through student folders, and notices. The parent coordinator will also try to contact parents to inform them to complete and return the forms. If the forms are not completed or returned, this will be logged and documented in ATS. Parent choice will be bilingual by default.

9. Describe how your school ensures that placement parent notification letters are distributed.  
**Placement parent notification letters will be distributed through student home folders or agendas.**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**ELL documentation such as the HLIS, non-entitlement letters, entitlement letters, parent surveys and parent selection forms will be retained in the ENL teachers' compliance binder. The ENL teacher will also update the information on the ELPC screen.**
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.  
**All ELL students (per NYSITELL and previous years' NYSESLAT scores) are administered all three sessions of the NYSESLAT. Students are identified based on the RLAT report. Students are then administered each section of the test in a small group setting according to grade level. If a student has an IEP, the IEP is reviewed to determine if the student requires testing accommodations. Testing Accommodations are provided as outlined in each students IEP.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**As per the RLAT and/or Exam History reports the NYSESLAT scores of students from previous school years are checked to determine continuing entitlement and transitional support services. The parents of these students are therefore notified of continuing entitlement for services. They are notified in writing in English and their Native language. Letters are sent home via student home folder or agenda. Copies of all parent notification letters are kept on file in the ENL teacher's room in the Compliance Binder.**
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
**The trend in program choices that parents have requested is mainly the ENL program and the Dual Language program. Students in grades 3 and 4 are offered the Dual Language program if that is the parent choice. The remaining students are placed in the ENL program. A few parents have chosen the transitional bilingual program as their first choice and they have been informed of the requirements that need to be met in order to open one. It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. At this time there is not a big trend indicating that parents are seeking Transitional Bilingual Education. After reviewing the Parent Survey and Program Selection forms, the program model at PS/MS 43 is aligned with what parents have been requesting. The ENL program is offered in grades K-8 for parents who prefer this option. The school expects the trend for the selection of the ENL program to continue. PS/MS 43 will continue to review and collect data from Parent Survey and Program Selection forms to assess the number of parents selecting each option. If at any time we have 15 or more parents selecting TBE program, the school will take appropriate measures necessary to open the program at PS/MS 43.**

## 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.  
**The ENL program is designed to support ELLs in second language development. P.S./M.S. 43Q has a freestanding ENL program where students receive their instruction in English. The number of ENL instructional units are dependent upon their score on the NYSITELL or the NYSESLAT and what level they have achieved as required by CR Part 154.2 Regulations. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. Integrated ENL is instruction to build English language skills through content area instruction which is delivered by a dually certified teacher (ENL and common branch or content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.  
 P.S./M.S.43 uses a pull-out model to accommodate the needs of their ELL students and to complement their classroom**

instruction. ENL is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing communication between the ENL teacher and the classroom teachers helps to ensure that content based ENL instruction is complimentary to what students are learning in their mainstream classrooms. Classroom teachers and the ENL teacher fill out weekly forms which enables both the classroom and the ENL teacher to be aware of the skills that are being taught and strategies that can be used for all ELLs. The ENL teacher uses the curriculum and modifies her teaching to make the content understandable for ELLs. She teaches language and content cohesively. Lessons are developed to include language objectives in every content lesson.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Dual Language instruction is delivered via alternating day model in grades 3-4. Dual Language students are grouped heterogeneously. Dual Language classes travel together.

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)?

The ENL teacher analyzes the results of the NYSESLAT scores to determine the proficiency levels of each student. Groups are then created based on the language level and grade level of students. The ENL program provides instruction in English using ENL methodologies for a specific amount of time as determined by scores achieved on the NYSESLAT or NYSITELL. Students who are in the Entering level of proficiency receive 360 minutes of ENL instruction each week with stand-alone ENL for 180 minutes and integrated ENL/ELA for 180 minutes. Emerging students receive 360 minutes of instruction with 90 minutes of stand-alone ENL, 180 minutes of integrated ENL/ELA instruction, and 90 minutes of stand-alone ENL or integrated ENL/Content Area. Transitioning students receive a total of 180 minutes of ENL instruction. 90 minutes will be integrated ENL/ELA instruction and 90 minutes can be stand-alone ENL or integrated ENL. Students who are in the Expanding proficiency level will receive a total of 180 minutes of integrated ENL/ELA or other content area. Commanding students will have 90 minutes of integrated ENL in ELA or other content area. Home language support is given at 25% in the freestanding ENL program with stronger support for the entering, emerging and transitioning students. A combination of pull-out and push-in models are used to deliver instruction. The certified ENL teacher pulls out students from their classroom to provide services in grades K-8 or pushes into the classroom to work with them when appropriate. Students in the Dual Language program receive 50% instruction in the native language and 50% in English.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the ENL program, English language instruction is utilized to deliver grade appropriate content that is aligned to the Common Core Learning Standards. Additional scaffolding is provided by the teacher utilizing more vocabulary instruction which is differentiated for the different leveled ELL's (ie: more pictures for entering level ELL's). Content Areas are taught for different entry points for these students. In the Dual Language program, content is delivered in two languages, Spanish and English. Science is provided by a cluster teacher in English. A thematic approach to teaching is utilized in the content areas with ENL methodology and support provided. Instructional approaches used include graphic organizers, t-charts, modeling, visuals, pre-teaching of content area vocabulary and developing prior knowledge. Scaffolding and differentiated instruction is based on student proficiency level and collaborative planning by classroom and content teachers. Native language support, such as the use of bilingual dictionaries and materials in the native language are offered.

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

ELL's are appropriately evaluated in their native language throughout the year. Classroom teachers administer teacher created assessments that are aligned with instruction that is provided. Each year students in the Dual Language Program are administered the Exam de Lecturas en español for grades 3 and up.

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

ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year. ELL periodic assessments, MOSL assessments, and field tests are administered as well as teacher created assessments that address the modalities of speaking, listening, reading and writing. Lessons are aligned using SIOP to the CCLS. The ENL teacher differentiates instruction according to the NYSESLAT score and grade level as well as by individual student need as measured by writing samples, observations, and general assessments taken regularly.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

A. Currently, there are no SIFE students.

B. English Language Learners in US schools less than three years are given intensive mandated ENL instructional time as prescribed by CR Part 154 and support by their classroom teacher as well. These students also receive a variety of ENL instructional strategies and activities to assist them in meeting the Common Core State Standards. The strategies utilized by the ENL teacher include Cooperative Learning, the Language Experience Approach, the Cognitive Academic Language Learning Approach, and Differentiated Instruction. These activities are utilized during theme based activities using trade books, art activities, music, storytelling, and the use of technology. These students utilize the technology program, Imagine Learning, which focuses on web based instruction, practice and assessment to assist in language support and improved performance on State Assessments.

C. ELL's receiving 4-6 years of service will continue to receive the mandated instructional time based on their NYSESLAT scores and proficiency levels. They receive small group instruction several times a week via a pull-out model. During small group instruction these students receive reinforcement and re-teaching based on their instructional needs. The teacher uses both guided and skill focused lessons to increase their knowledge and proficiency. These students also receive literacy and language support during our 90 minute Balanced Literacy Block using ReadyGen and The ReadyGen ELL Scaffolding Manual facilitated by the classroom teacher. The use of tiered activities allows teachers to tailor the instruction for these students during this time to meet their individual needs. These students invited to attend the Saturday School Program.

D. Long Term ELL's are offered a variety of academic intervention services. These students are invited to attend the Saturday School Program. Teachers incorporate many strategies during this time to foster differentiated individualized instruction through the use of tiered activities. They receive small group instruction based on their individual needs to assist in meeting and exceeding Common Core State Standards. Study Island, one of our technology programs offered, is also available to these students where they are exposed to rigorous academic content that focuses on the Standards which enables improved performance in all skill areas tested.

E. Students that have reached the commanding level on the NYSESLAT continue to receive ENL services for an additional two years. They will have 90 minutes of integrated ENL in ELA or other content area. The classroom teacher and the ENL teacher articulate to ensure continued progress of these students. These students also receive the testing accommodations that current ELL's receive, for two years.

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

The principal will review the Re-identification Process decision to make sure that the student's academic progress has not been affected adversely by the determination. A qualified staff member in the school, the parent/guardian, and the student will be consulted. If the principal believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j). The determination may be reversed within the 6-12 months after the re-identification has been established.

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?

Students with special needs participate in ENL instruction as mandated by their IEP's. The instruction they receive is modified as needed depending on their abilities. Students receive additional scaffolding and support to enable them to fully participate. Our school utilizes the common core-aligned Ready Gen program which has scaffolding for ELLs for each lesson. The school also uses Go Math which is common core aligned and provides differentiated activities to promote learning of content for all learners. Students also utilize the Imagine Learning Program which is an interactive web based program which provides native language support as needed while building English Language Skills.

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?

The ELL's-SWD's participate in all school wide programs including ENL. They also participate in the Saturday Academy program and AIS services as needed.

Chart

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

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

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

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



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

Chart

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

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

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

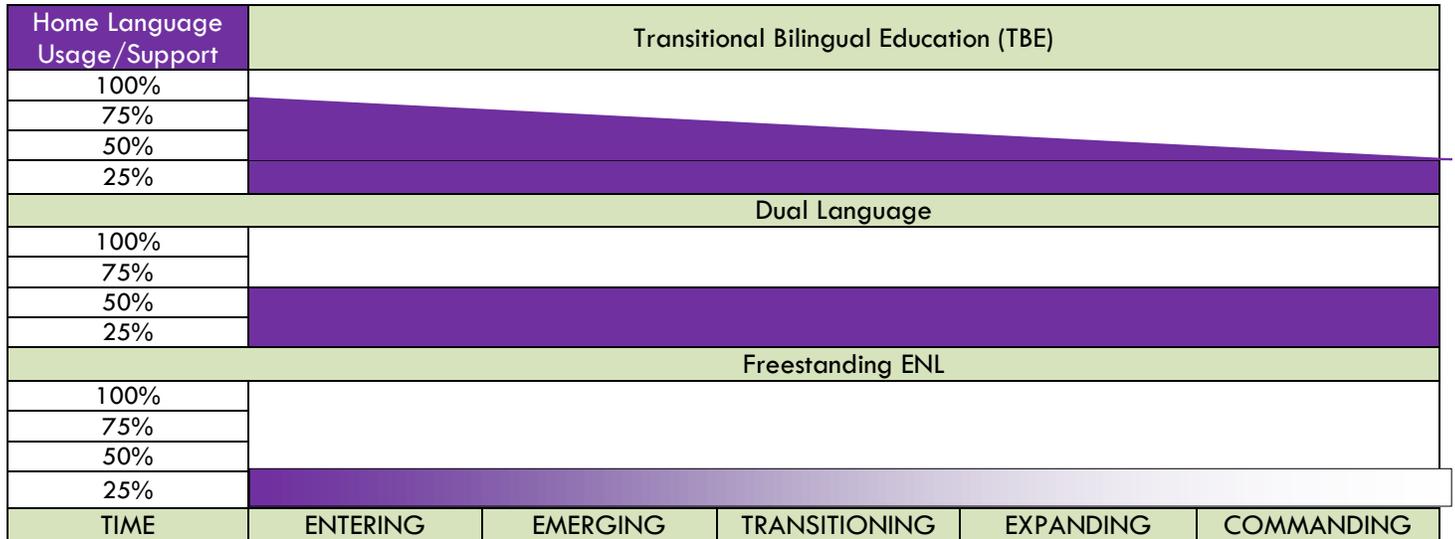


\*Note “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs for ELLs include Imagine Learning and Study Island, which focus on web based instruction, practice and assessment to assist in language support and improved performance on Assessments. Imagine Learning is a computer generated ELL reading program that individually targets and addresses phonemic awareness, decoding, listening, vocabulary, fluency and comprehension with language support in Spanish. Small group instruction and Saturday Academy are all offered in English. At risk counseling is also provided to ELLs by the Guidance Counselors. Our targeted intervention program for math is Go Math and for reading we use the Ready Gen program with teacher modifications as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Ells continue to make progress through the use of many instructional methods and programs. 12 students obtained the level of commanding on the 2015 NYSESLAT. 41.1 percents moved to the level of expanding. There is progress from one level of language proficiency to the next.
12. What new programs or improvements will be considered for the upcoming school year?  
A push in ENL program will be utilized across the grades. A continued emphasis has been placed on differentiated instruction and tiered activities in all classes, which enables us to meet the academic needs of our ELL's. We have also made improvements by continuing the use of Imagine Learning with our ELLs.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs have equal access to all school programs. ELL's are given the opportunity to participate in any program that is beneficial to their level of proficiency, interest and learning style. They are also offered equal access to any after school or Saturday school program including ELA and Math preparation classes. ELL students are also a part of our Dolphin classes
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.  
A variety of instructional materials are utilized to support the learning of ELLs. ReadyGen, GoMath and CodeX are used for instruction in English by the classroom teachers. The Dual Language Spanish teachers utilized ReadyGen, GoMath, and guided reading components from Storytown in Spanish. This includes big books, guided readers, and shared readers in both English and Spanish. Each grade level has a Scaffolding Guide for ELLs. There are native language libraries in all the DL classes. Leveled libraries are used in all classrooms. Additional materials used in the ENL classroom include Prentice Hall Regents ESL set, Highpoint Success in Language, Oxford Picture Dictionary for Content Areas, Language and Learning: Building Content Area and Academic Vocabulary, and Connecting Vocabulary: Build vocabulary through reading and skill based activities and Imagine Learning computer software. These materials are used appropriately according to ELL subgroups. Native language support is also provided for the ELLs as part of the Imagine Learning program where instructions are given to students in their native language as they get started. All students have access to online dictionaries with translation in their native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The Dual Language Program supports the learners by delivering instruction in both English and Spanish. In both Dual Language and ENL, native language support is provided through computer programs, picture dictionaries, books in students' native language and translation websites. Our program emphasizes the importance of placing the learner's native language and cultural background at the center. Our library has a reading and listening center with Spanish and English resources. These supports are utilized by students in both ENL and Dual Language programs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services support and resources correspond to ELL's ages and grade levels. PS/MS 43 provides ENL services in grades K-8. Additionally, our Dual Language Program is available for ELLs in grades 3 and 4. Our Dual Language classes use ReadyGen which provides an ELL Scaffolding Manual to support language development.
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).  
Tours of the PS/MS building are provided to all newly enrolled ELL students and their parents
19. What language electives are offered to ELLs?  
Currently, Spanish is the language elective offered to ELLs at PS/MS 43
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)?

A. The Dual Language program model has one teacher in grades 3 and 4 to provide instruction in two languages. The teacher provides instruction in English and Spanish. Students are linguistically mixed for all instruction. The instructional day for our ELLs and EPs are entirely integrated. However, differentiated instruction is incorporated in all lessons, keeping in mind ELLs and their language proficiency level. The target language time is equally divided between the two languages, so that 50% of the instructional time is allocated to English and 50% of the instructional time is allocated to Spanish

B. Core content areas are taught in both Spanish and English.

C. Instruction is simultaneous for literacy and all content areas. During the literacy block, the components of balanced literacy are introduced in both languages. In addition, both languages are utilized for instruction across the content areas.

D. Emergent literacy is equally divided between two languages so that 50% of the instructional time is allocated to instruction in English and 50% to instruction in Spanish. Instruction is simultaneous for literacy and all content areas.

## 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.)
  1. All personnel at PS/MS 43 receive professional development in ENL throughout the year. Workshops are offered for classroom teachers, ENL teachers, Dual Language teachers, and guidance counselors. Topics include ENL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation meta-cognitive development, BICS and CALP. There are PDs on Go Math, Ready Gen, and Code x. These are common core aligned programs that teachers use with modification as necessary. Teachers are currently involved in inquiry teams. Teachers are encouraged to attend additional professional development workshops which provide ENL strategies and support for the ELLs in the classroom. Workshops are offered for classroom teachers and the ENL teacher. The ENL teacher attends a monthly ELL Instructional Leadership Institute (ELLI) pertaining to ELLs and is available for turnkey of information.
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?
  2. Professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. A Literacy Consultant provides support and professional development throughout the year. A Dual Language Specialist provides Dual Language teachers with support and professional development throughout the year as well.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. PS/MS 43 is a K-8 school where our elementary students transition to middle school from 5th to 6th grade. Staff receive eligibility lists with ELL data. All student data is explained and reviewed by staff. Middle school ELL students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses. Guidance counselors meet with transitioning students and their parents to provide transitioning support
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.

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. To meet 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 PD. The ENL teacher meets in professional learning teams throughout the school year. Agendas and a record of attendance is kept on file. Teachers also have grade wide common planning periods and differentiate to meet student's needs academically and linguistically. All teachers meet in inquiry teams throughout the school year (every other Monday). Periodically during these meetings, ELL training is provided. Topics include ENL strategies and instructional techniques including modeling, scaffolding, bridging, and schema building. Teachers also have grade wide common planning periods where they plan to meet student's needs academically and linguistically. Common Core standards are also incorporated into professional development. All teachers keep a professional development log of their own and attendance is taken at each PD by the providing teacher and collected by the grade supervisor.

### 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?

ENL teachers will individually meet with the parents or guardians of ELLs at least once a year to discuss program goals, progress of language development, results of language proficiency assessments, and language development needs in all content areas. School staff that are teaching content areas will be asked to join to discuss the child's language development in the content area. An interpreter/translator in the language or mode of communication the parent/guardian understands best will be provided. Mr.Cotto, our bilingual parent coordinator is available to provide translation and support for our parents .If necessary, the Office of Translation and Interpretation Unit is utilized. Parent outreach time on Tuesday afternoons can be used for this meeting.

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.

Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations to discuss the goals of the program, their child's language development progress and their child's English language proficiency assessment results. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. The meeting will be conducted with the ENL teacher and the parent coordinator or any other staff that can provide translation. Parent engagement is mandated and time is provided to annually meet with ELL parents. The ENL teacher has a compliance binder to retain all records of her outreach to parents wheather face to face, email, letters, or by phone conference. We keep parent engagement appointments sheets, parent sign in sheets, and parent communication logs on record. During any or all of these meetings we discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Meetings are conducted with a qualified interpreter/translator, through the Translation and Interpretation Unit, if needed.

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

At PS/MS 43 we encourage all parents including parents of ELLs to be involved in all aspects of their children's learning. Parents are invited to Parent Teacher Association (PTA) meetings, workshops, and Individualized Education Plan meetings, and Parent/Teacher conferences. Invitations are distributed in various languages. Parents are made aware of any potential plans for academic intervention via progress reports. Homework agendas are available to all students and parents to communicate with teachers and administrators. Teachers maintain phone contact and parent contact logs. Parents are also invited on class trips. Our school messenger system sends out important information when needed to get to parents quickly. Workshop topics appropriate to the time of year are presented by school personnel and by our parent coordinator, Mr.Cotto. Our parent coordinator addresses many topics for our parents such as curriculum, assessments, school routines, mandates, and how to provide support at home. There are many hands on activities such as cookshop. Translation services are provided within the school by personnel. Additionally, the DOEs phone number for translation services is readily available during parent-teacher conferences and at any meetings.

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

PS/MS 43 partners with a variety of agencies and Community Based Organizations to provide workshops and services to ELLs and their parent. We work with Counseling in Schools-SERG for parent workshops. One such workshop is called "Care for the caregivers". A partnership with the Brooklyn Botanical Garden and the Bette Midler community garden provide parents and students with an opportunity to learn about organic produce, gardening and collaborating to beautify the community. Food Bank of New York has partnered with PS/MS 43 to promote their cookshop program for all families and students, including ELLs.

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

During our Parent Orientation meeting, parents are given opportunities to express their needs and concerns. During Parent / Teachers conferences we evaluate the needs of our parents. Parent needs and concerns are evaluated and addressed throughtout the course of the year through workshops and orientations. The NYC Parent survey is also reviewed yearly to evaluate the needs of parents.

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

Parent Orientation meetings are conducted as necessary for parents by the ENL teacher. Parent workshops are provided throughout the year by a parent coordinator, the PTA and the pre-k social worker. These workshop topics include discussions on common core state standards, assessments, school expectations, and program requirements for the ENL and Dual Language Programs. These workshops assist parents with the information necessary to help their children receive the appropriate services and assists with their academic adjustments and successes. Other topics include self help. These workshops provide parents with the tools to help them with anxiety, solving problems, and how to help their child overcome difficulties. Workshops occur throughout the

year for parents of various topics. Parent/Teacher conferences have been arranged to meet parent schedules and we have addressed the need for more translators during these meetings .

#### **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.

School Name: \_\_\_\_\_

School DBN: #INGEST ERROR!

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) |
|-----------------|---|-----------|-----------------|
| Simone Nicholas | Principal   |           | 1/1/01          |
| Frank Farino    | Assistant Principal                                   |           | 1/1/01          |
| David Cotto     | Parent Coordinator                                    |           | 1/1/01          |
| Silu Varghese   | ENL/Bilingual Teacher                                 |           | 1/1/01          |
|                 | Parent  |           | 1/1/01          |
|                 | Teacher/Subject Area                                  |           | 1/1/01          |
|                 | Teacher/Subject Area                                  |           | 1/1/01          |
|                 | Coach   |           | 1/1/01          |
|                 | Coach   |           | 1/1/01          |
| Lisa Meringoff  | School Counselor                                      |           | 1/1/01          |
| Mary Barton     | Superintendent  |           | 1/1/01          |
|                 | Borough Field Support<br>Center Staff Member<br>_____ |           | 1/1/01          |
| Mr.Vitta        | Other <u>Related Service</u>                          |           | 1/1/01          |
|                 | Other _____   |           | 1/1/01          |
|                 | Other _____   |           | 1/1/01          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **27Q043** School Name: **043**  
Superintendent: **Mary Barton**

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

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

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

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

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

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

Each September PS/MS 43Q conducts a survey to determine what languages are spoken in the homes of our students. Classroom teachers ask their students which language their parents/guardians are most comfortable communicating in. The Home Language Identification Survey is also referred to for parents' preference when receiving written and oral information. The data is then compiled and informs us as to which students should receive translated documents. Documents are then translated into the corresponding languages. In addition, the school community is interviewed to see what school based documents parents would benefit from receiving in their home language. Interviews are conducted with the principal, assistant principals, parent coordinator, ENL teachers, dual language teachers, classroom teachers and parents. The resulting data is used to determine the major school based documents that need to be translated.

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

The following languages are spoken in the homes of our students: Spanish, Haitian-Creole, Pashto, Telegu, Urdu, and Russian.

## Part B: Creating a Communications Calendar

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

Based on the interviews conducted, the types of documents that need to be translated include: the monthly school calendar, student handbook, proper dress attire policy, registration requirements, notices from the PTA regarding times and dates of meetings, half day notices, assessment information, behavioral contracts, workshop notices, general school information that is vital for parents, trip permission slips, etc. The written translation services are provided in-house by school staff. The translation of these documents will provide increased opportunities to inform more parents of important school related events and information.

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

There will be parent-teacher conferences throughout the year to discuss student progress. In addition, there will be individual meetings with parents or guardians of English Language Learners once a year to discuss the goals of the program, the child's language development progress, English language proficiency assessment results, and the language development needs. Attendance teachers contact parents if there is an attendance issue. Guidance counselors often contact parents to discuss how a student is doing academically and socially.

## Part C: Providing Language Assistance Services

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

Based on the interviews conducted, the types of documents that need to be translated include: the monthly school calendar, student handbook, proper dress attire policy, registration requirements, notices from the PTA regarding times and dates of meetings, half day notices, assessment information, behavioral contracts, workshop notices, general school information that is vital for parents, trip permission slips, etc. The written translation services are provided in-house by school staff. The translation of these documents will provide increased opportunities to inform more parents of important school related events and information.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

There is a need for oral interpretation services. Many parents are more comfortable communicating in their native language. A survey of the staff at PS/MS 43 indicated that the teachers would like to have translators available when they need to communicate during parent/teacher conferences as well as during parent workshops and meetings. Parents have also revealed that they would like to hear information in their native language so they can be better informed about their children. We have indentified existing teachers and paraprofessionals that would be willing to interpret for parents and teachers and, when necessary, look for interpreters outside the school such as the Translation and Interpretation Unit.

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

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

Staff members will be informed during meetings and information about the interpretation service is available in the parent coordinators' office.

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

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

##### Checklist of Notification Requirements

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

Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of these notices will be posted in a prominent location near the main office of the school and the early childhood center

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

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

Parent surveys are given out to gather feedback on the availability of services.