

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

28Q055

School Name:

P.S. 055 MAURE

Principal:

RALPH K HONORE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 55Q, The Maure School School Number (DBN): 28Q055
PreK-5
Grades Served: _____
School Address: 131-10 97th Avenue
718-849-3845 718-847-5473
Phone Number: _____ Fax: _____
School Contact Person: R. Honore Email Address: rhonore@schools.nyc.gov
Principal: R. Honore
L. Corno
UFT Chapter Leader: _____
N. Capers
Parents' Association President: _____
R. Honore
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): D. McCoy
n/a
Student Representative(s): n/a

District Information

District: 28 Superintendent: Mabel Sarduy
90-27 SUTPHIN BLVD 11435
Superintendent's Office Address: _____
msarduy@schools.nyc.gov
Superintendent's Email Address: _____
718-557-2618 718-557-2623
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
82-01 Rockaway Blvd.
Director's Office Address: _____

mwilks@schools.nyc.gov

Director's Email Address:

(917) 520-6743

718-281-3509

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
R. Honore	*Principal or Designee	
L. Corno	*UFT Chapter Leader or Designee	
N. Capers	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
S. Shazahaman	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
F. Moore	Member/ Teacher	
C. DiGregorio	Member/ Teacher	
M. Weintraub	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
I. Taylor	Member/ Parent	
A. Lay	Member/Parent	
R. Hiralal	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school mantra is "At P.S. 55, We say what we think. We write what we say, and if we had the time we would read all day. Think, Say It, Write It and Read." Our systems and routines for instruction all focus around the notion that students must be engaged to think, talk and write in order to gain understanding. We recognize this is all achieved through consistent growth.

In evaluating the areas of The Framework for Great Schools, We feel that in order to make steady progress all stakeholders need to be involved on every level. We feel that the school's leadership supports the change we working toward and we were considered "Well Developed" in this area as per our 2014-2015 Quality Review. (3.4)

Supportive School Environment and Trust - "School leaders consistently communicate high expectations to staff about professionalism, instruction, and communication and provide training resulting in a culture of mutual accountability for those expectations. " QR (1.1, 3.4)

Strong Family –Community Ties and Effective Leadership -"In addition, school leaders and staff effectively communicate high expectations that support the successful partnering with families to further student progress towards college and career readiness. " QR (1.4, 3.4)

Rigorous Instruction- The key instructional focus this year will be the continuation of supporting question and discussion with the application of academic language. While it was also noted that we have " established a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations." We feel that we can do better. Our plan is to continue providing clear leadership, with high expectations with the addition of providing rigorous instruction for all students (inclusive of ENL's, SWD'S and New Immigrants) by providing students with the ability to access and comprehend a wide variety of texts in order to solve problems, speak, read and write with clarity and purpose for their intended audience. QR (1.2, 2.2)

28Q055 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	494	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		77.3%	% Attendance Rate	92.7%
% Free Lunch		78.3%	% Reduced Lunch	8.9%
% Limited English Proficient		6.1%	% Students with Disabilities	17.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		5.9%	% Black or African American	12.7%
% Hispanic or Latino		23.6%	% Asian or Native Hawaiian/Pacific Islander	56.1%
% White		1.3%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		7.48	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	9.54
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		23.8%	Mathematics Performance at levels 3 & 4	33.8%
Science Performance at levels 3 & 4 (4th Grade)		85.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

As the 2014-2105 school year concluded, we conducted a comprehensive review of our school’s education program. Information was gathered using current quantitative and qualitative data with respect to student progress. Our school’s strengths, accomplishments and challenges were identified after analyzing our Quality Review Report, Principal Performance Observation, Benchmark Assessments, English Language Arts and Math testing data and NYSITELL results. As a result of this analysis, a math focus was developed help strengthen all learners while placing special emphasis on our students with disabilities and English New Learners.

Strengths

The key data points below highlight some of the impact of our strength that was noted by reviewers or evidence in student achievement

Quality Review Findings 2014-2015:

The findings and ratings of the Quality review are as follows:

- School leaders consistently communicate high expectations to staff about professionalism, instructional and communication and provide training resulting in a culture of mutual accountability for those expectations. QR statement QR (3.4)
- In addition, school leaders and staff effectively communicate high expectations that support the successful partnering with families to further student progress toward college and career readiness. QR statement (3.4)

As result of these findings, teachers receive high quality, structure, on-going training and professional development and are held accountable for expectations. In addition, families have taken on an active role in the school community to create successful partnerships throughout the school. QR (1.4, 3.4)

Our Needs

Although our instructional priority for the 2014-2015 school year was to support Questioning and Discussion with use/application of academic language, our current performance data reveals that students with learning disabilities and English language learners have not fared well with solving multi-step problems and using and interpreting data to answer questions.

Quality Review Report 2014-2015

It was noted that there is a need for the school to provide consistent instructional supports for all students that include, strategic extensions that foster higher order thinking skills and implement lessons that provide students with

multiple entry points and differentiation during daily instruction in addition to addressing the needs of English New Language Learners (ENL) and Students with Disabilities (SWD). QR (1.2, 2.2)

Principals Practice Observation (2014-2015)

- Across classrooms curricula is aligned to the standards and instructional shifts, however across a variety of classrooms there was uneven critical thinking leading to inconsistent multiple entry points, scaffolds for SWD’s Ells and advances learners. QR (1.2)
- The school uses common assessments to determine student progress however the results are inconsistently used to adjust curricula. QR (2.2)

Network Feedback 2014-2015

The school needs to deepen the scaffolding of instruction so that all lessons engage students, reflect purposeful groupings and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning. QR (1.2, 2.2)

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, all ENL and SWD’s will demonstrate improved ability to solve multi-step word problems that involve the use of data to answer questions as evidenced by a +100 point gain in our Scantron Performance Series in Mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>First Quarter: Summer Planning-sharing data and goals and exploring Instructional Strategies</p>	<p>Teachers & Parents</p>	<p>July 2015- Jan 2016</p>	<p>School Leaders & Teacher Teams</p>

<ul style="list-style-type: none"> • Teacher teams will use tools such as D.O.K. (Depth of Knowledge), C.C.L.S. (Common Core Learning Standards), and Go Math pacing calendar to revise existing pacing calendars and curriculum maps. • During the month of September, grade level Teacher Teams introduces the tentative action plan and updated pacing and curriculum maps for the 2015-2016 school year. • Parents will be invited to Family “Share-outs” on Tuesdays in September & October provide them with information and resources on ways to help their children meet the needs of the curriculum, grade specific standards. The school’s instructional goals will also be discussed. • Monthly, staff will plan and present parent workshops, on Saturdays, and other activities to support math instruction at home. 			
<p>Second Quarter: Teacher Teams looking at student work and sharing Best Practices</p> <ul style="list-style-type: none"> • Professional development will be provided in using data protocols to analyze individual and group data for SWD’s and ENL’s. This information will be used to inform small group, RTI, and mini-lessons. • Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to analyze on-going student work in mathematics (problem-solving and data interpretation) through ORID • Administrators will conduct cycles of observations and learning walks around the instructional goals, in order to provide targeted feedback to improve or enhance teaching practice • Based on formal and informal teacher observations and targeted feedback, professional development activities/foci are adjusted in order to inform teachers of the need to adjust instruction to meet the needs of their individual learners (ENL and SWD’s) • Using modeling, manipulatives, mathematical practices, technology and scaffolding, students will practice taking ownership of their own learning through small group and whole class discussion. This will establish a common culture of trust amongst students • Parents will be invited to take part in a series of professional development opportunities that will focus on supporting ENL’s and SWD’s on either “Family Share-out” Tuesdays or Saturday Workshops. Parents will be encouraged to provide 	<p>Students, Teachers, Parents & Administrators</p>	<p>Nov 2015- Jan 2016</p>	<p>School Leaders & Teacher Teams</p>

<p>feedback to teachers and insight in supporting their child. Translators will be made available, when necessary</p>			
<p>Third Quarter:</p> <ul style="list-style-type: none"> • Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to analyze on-going student work in mathematics (problem-solving and data interpretation) through ORID • Collaboratively in a risk-free environment, teacher teams will revise grade specific performance tasks, rubrics and checklists. The refinement will also include differentiated learning activities, strategic learning extensions and opportunities for various forms of student reflection in mathematics (i.e. process writing) • Teachers will refine Go Math/design common grade level assessments (Scantron Performance Series) that will include; performance based tasks, multiple choices, short answer and extended responses • Teacher teams will design self-monitoring (management) tools to engage students in tasks independent of the teacher. These may include: Go Math personal trainer, Grab and Go activities, check for understanding stop lights, learning centers, sentence starters and vocabulary flash cards • Parents will receive monthly communications regarding strategies to assist students • Parents will be invited to take part in series of professional development opportunities that will focus on supporting ENLs and SWDs on either “Family Share-out Tuesdays” or Saturday Workshops. Parents will be encouraged to provide feedback to teachers and insights in supporting their child. Translators will be made available, when necessary. 	<p>Teachers</p>	<p>Feb-April</p>	<p>School Leaders & PD team</p>
<p>Fourth Quarter: Sharing our Learning and Planning Ahead</p> <ul style="list-style-type: none"> • Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to review the year’s scope and sequence and curriculum and make revisions based on current data • Teachers will continue to use current school data to make adjustments to curricula • Teachers will continue to refine systems regarding: gaining entry points into interactive lessons through scaffold supports in the form of visual aids, teaching implicit and explicit vocabulary, and modeling mathematical thinking for students 	<p>Teachers</p>	<p>May 2016- July 2016</p>	<p>School Leaders & PD Team</p>

<ul style="list-style-type: none"> Teachers will continue to refine systems regarding: student self-assessments, critique lessons and developing rubrics, checklists and checks for understanding 			
<ul style="list-style-type: none"> Parents will receive a newsletter regarding: Ways to promote Mathematical Thinking at home during the summer months 			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> Administrative staff and teacher leaders will provide professional development, modeling, and materials for staff The following items will be used: The Danielson Framework, Depth of Knowledge, Grab and Go, Go Math Parent Academy Time on Mondays will be designated for teacher team meetings and PD Current curriculum maps/pacing calendar BFSC(Borough Field Support Center) supporting Math and ENL instruction
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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.

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> The February Mid-Point assessments utilizing Scantron-Performance Series in Mathematics exam and the Go Math Mid Year Assessment will inform us with data to gauge student progress in attainment of the standards and student growth. Progress will be monitored by teachers by Unit and Chapter tests.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

As per the school’s Quality Review 2014-2105 “while teachers conference with students based on the use of these common assessment tools, including formal and informal tools, the school is in the process of creating a clear picture of student progress towards goals and supports to increase mastery for English language learners, Students with Disabilities and advanced students across classrooms.

Strengths

Teachers conference with students based on the use of these common assessment tools, including formal and informal tools QR (1.1)

Needs

The school needs to create a clear picture for student progress towards goals and supports to increase mastery for English language learners, Students with Disabilities and advanced students across classrooms. QR (1.2, 2.2)

Principals Practice Observation (2014-2015)

Across classrooms curricula are aligned to the standards and instructional shifts, however across a variety of classrooms there was uneven critical thinking leading to inconsistent multiple entry points, scaffolds for SWDs, ELLs and advances learners.

The school uses common assessments to determine student progress however the results are inconsistently used to adjust curricula.

Network Feedback 2014-2015

The school needs to deepen the scaffolding of instruction so that all lessons engage students, reflect purposeful groupings and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning.

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.

The school will program 100% of all students with IEPs into the Least Restrictive Environment (LRE), in accordance with their needs, to ensure student engagement in rigorous learning activities that will improve achievement by June

2016. 75% of students with IEP's will attain their IEP goals as measured by a minimum of a 100 point gain as per Scantron-Performance Series Literacy in grades 2-5.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>First Quarter: Summer Learning – Sharing data and goals and exploring Instructional Strategies</p> <ul style="list-style-type: none"> • Teacher Teams will use tools such as Depth of Knowledge and research from The Language Rich Classroom by Persida and William Himmele to revise the school’s existing curriculum maps. • Teacher teams will plan daily lessons that will allow access to all learners through differentiated lesson activities, and embed strategic extensions that encourage higher order thinking and student reflection. • The SIT (School Instruction Team) will review IEP’s and determine best practices to support students • Beginning in July, the administrative cabinet will introduce teachers to the instructional goals for 2015-2016 with a tentative action plan that address these priority needs. Collaboratively, in a risk-free environment we will engage in: <ul style="list-style-type: none"> o Planned Professional Reading for Teachers of ENLs o Creation of activities to support ENL’s and SWD’s as supports for our units of study 	<p>Teachers</p>	<p>July 2015- October 2015</p>	<p>Administration & Teachers</p>

<ul style="list-style-type: none"> Monthly, staff will plan and present parent workshop, on Saturdays, and other activities to support instruction at home. 			
<p>Second Quarter:</p> <p>Professional Development</p> <ul style="list-style-type: none"> During the month of October, grade level Teacher Teams introduces the tentative action plan and updated pacing and curriculum maps for the 2015-2016 school year. Professional development will be provided in using data protocols to analyze individual and group data for SWD's and ENL's. This information will be used to inform small group, RTI, and mini-lessons. Collaboratively, in a risk free environment, teachers will be trained on how to plan for multiple entry points in order to engage SWD's and ENL's with activities such as Go Math tutorials and videos, use of manipulatives, incorporation of mathematical practices and process writing using sentence starters, stems that incorporates grade appropriate vocabulary. Students will be able to gain entry points into interactive lessons through scaffolded supports in the form of visual aids, mathematical modeling, think alouds and manipulatives (i.e. charts, graphs, tables, pictures and mathematical models.) In accordance with the Danielson Framework for Teaching, students are invited to assess their own work and make improvement using the mathematical practices, rubrics and /or checklists. 	<p>New Immigrants, SWD, ENL students and teachers</p>	<p>October 2015- January 2016</p>	<p>Classroom Teachers & Administration</p>
<p>Third Quarter:</p> <p><u>Parent/Student Cultural Shareouts</u></p> <ul style="list-style-type: none"> Parents will be invited to share their cultural experiences with their child's class. Students will be invited to do the same. They will be invited to assume the role of Expert while others assume the role of student to gain new insight into these students. 	<p>Parents of ENL students & ENL students</p>	<p>February 2016-June 2016</p>	<p>Parent Coordinator, Classroom Teachers</p>
<p>Fourth Quarter: Sharing our Learning and Planning Ahead</p> <ul style="list-style-type: none"> Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to review the year's scope and sequence and curriculum and make revisions based on current data 	<p>School administrators and P.D. Team</p>	<p>May 2016- August 2016</p>	<p>Teachers</p>

<ul style="list-style-type: none"> ● Teachers will continue to use current school data to make adjustments to curricula ● Teachers will continue to refine systems regarding: gaining entry points into interactive lessons through scaffold supports in the form of visual aids, teaching implicit and explicit vocabulary, and modeling critical thinking for students ● Teachers will continue to refine systems regarding: student self-assessments, critique lessons and developing rubrics, checklists and checks for understanding ● Parents will receive a newsletter regarding: Ways to promote Critical Thinking at home during the summer months ● Administrators and teachers will facilitate workshops for parents, honing in on strategies they could provide at home to encourage writing during the summer months 			
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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.										
<ul style="list-style-type: none"> ● Administrative staff and teacher leaders will provide professional development, modeling, and materials for staff ● The following items will be used: The Danielson Framework, Depth of Knowledge, Grab and Go, Go Math Parent Academy ● Time on Mondays will be designated for teacher team meetings and PD ● Current curriculum maps/pacing calendar ● BFSC(Borough Field Support Center) supporting Math and ENL instruction 										

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> ● The February Mid-Point assessments utilizing Scantron-Performance Series Literacy exam will inform us with data to gauge student progress in attainment of the standards and student growth. Additionally, we will continue to monitor student progress with Beginning Mid-Year and End Term evaluations of student independent reading level according to benchmark assessments ● Progress will be monitored by teachers by Unit and Chapter tests.

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.

Strengths

According to the 2014-2015 Quality Review, “The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of the school goals. Teacher teams consistently analyze data and student work which typically result in improved teacher practice and progress towards school goals for groups of students.

As a result, teams of teachers use established protocols to note trends and patterns in performance, which help them to revise and update unit and teaching plans and exchange ideas about promising practices which will help students make improvements. Teacher teams have noticed the improvement of students from September to December based on a compilation of data including conference notes, performance tasks, curriculum assessments, teacher created tasks, and pre and post tests in Literacy and Mathematics.” QR (4.2)

Needs

According to the 2014-2015 Quality Review, “ While teacher teams meet regularly to plan and revise units and while in the process of building and increasing teacher capacity, additional work needs to be more systematic in the analysis of these data sources for the mastery of goals for groups of students, including English language learners and Special Education students.” QR (4.2)

Part 2 – Annual Goal

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

By June 2016 100% of classroom teachers will work in the analysis of the CCLS (Common Core Learning Standards) in order to support instruction for groups of students, including English language learners and Special Education students. As a result of this work teachers in K-5 will develop 4 differentiated activities to be embedded into Literacy and Mathematics units of study.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>• During the month of September, grade level Teacher Teams introduce the tentative action plan and updated pacing and curriculum maps for the 2015-2016 school year.</p>	<p>Teachers</p>	<p>July 2015- October 2015</p>	<p>Teacher Teams & Administration</p>
<p>• Based on formal and informal teacher observations and targeted feedback, professional development activities/foci are adjusted in order to inform teachers of the need to adjust instruction to meet the needs of their individual learners (ENL and SWD's)</p>	<p>Teachers</p>	<p>November 2015- February 2016</p>	<p>Teacher Teams & Administration</p>
<p>• Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to analyze on-going student work in mathematics (problem-solving and data interpretation) through ORID</p> <p>• Each grade level will continue to engage in cycles of lesson study and analysis of student work products through this quarter (ORID)</p> <p>• Teachers in each grade band will select one instructional practice they will refine by engaging in inter-visitations</p> <p>• Teacher teams will design self-monitoring (management) tools to engage students in tasks independent of the teacher. These may include: Go Math personal trainer, Grab and Go activities, check for understanding stop lights, learning centers, sentence starters and vocabulary flash cards</p>	<p>Teachers</p>	<p>March 2016- May 2016</p>	<p>Teacher Teams & Administration</p>
<p>• Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to review the year's scope and sequence and curriculum and make revisions based on current data</p> <p>• Teachers will continue to use current school data to make adjustments to curricula</p>	<p>Teachers</p>	<p>May 2016- July 2016</p>	<p>Teacher Teams & Administration</p>

Part 4 – Budget and Resource Alignment

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

- Administrative staff and teacher leaders will provide professional development, modeling, and materials for staff
- The following items will be used: The Danielson Framework, Depth of Knowledge, Grab and Go, Go Math Parent Academy
- Time on Mondays will be designated for teacher team meetings and PD
- Current curriculum maps/pacing calendar
- BFSC(Borough Field Support Center) supporting Math and ENL instruction

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

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

Part 5 – Progress Monitoring

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

- The school will evaluate progress of teacher teams through formal and informal observations that focus on Danielson’s Domain 1E, (Designing Coherent Instruction), (Engaging students in Learning) Domain 3C.
- Mid- year Go Math Assessment, and mid year Scantron Mathematics assessment.

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

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

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

Part 1 – Needs Assessment

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

Strengths-Well Developed as per 2014-2015 Quality Review (3.4)

The school’s leadership, including teachers and administration, effectively communicate to staff through the sharing of promising teaching ideas by way of a strategy labeled “Pockets of Awesomeness.” This strategy is intended to help struggling teachers and encourage the implementation of new ideas, and promising practices of effective teaching.

- Teachers are given surveys at the beginning of the year and have a menu of options to select and participate in professional learning activities which best suit their professional learning needs.
- Administration meets with teachers to review elements of the Danielson Framework for Effective Teaching and have frequent cycles of observations with feedback for next steps as evidenced by the professional development calendar for the school year, walkthrough feedback and identifiable next steps to improve teaching and learning.

Part 2 – Annual Goal

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

By June 2016 75% of teachers will increase the use of Checks For Understanding in the classroom and will develop consistent assessment practices that align to the curricula in order for students to receive meaningful feedback and measure their own progress and achievement as assessed by the MOTP(Measures of Teacher Practice) as per observations done via the Danielson Framework. This will be evidenced by an increase of one performance rating as per Danielson 3d by 50% of teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Professional Development Around “ Checks for Understanding with supportive materials and videos 	Teachers, Students & Administration	August 2015-September 2015	Administrators and Teacher Teacher Teams
<ul style="list-style-type: none"> • Team and Department meetings including colleague Inter-visitations 	Teachers, Students & Administration	October 2015-January 2016	Administrators and Teacher Teacher Teams
<ul style="list-style-type: none"> • “Student Voice” will be heard more in the classroom and teachers will work more as facilitators rather than dominating instruction 	Teachers, Students & Administration	February 2016-April 2016	Administrators and Teacher Teacher Teams
<ul style="list-style-type: none"> • Administrators will attend and turn-key professional development to support best practices 	Teachers, Students & Administration	May 2016-July 2016	Administrators and Teacher Teacher Teams

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Monday and Tuesday Professional Learning sessions • Danielson’s Framework for Teaching Rubric • Engage NY resources • Borough Field support services workshops

- Schedule inter-visitations.

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

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

Part 5 – Progress Monitoring

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

- Progress will be monitored through formal and informal observation (Measure of Teachers Practice- MOTP)
- Looking at student work (ORID
- Teacher reflection feedback
- End of year IPC meetings)

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.

Strengths

- According to the 2014-15 Quality Review, “The school in collaboration with input from parents create a year-long calendar of Parent Workshops in response to a parent survey, which include, but are not limited to the following workshops for Learning Leaders, Mathematics and Literacy Workshops, which are held on subsequent Saturdays during the Fall, and yearlong General Equivalency Diploma (GED) and English as Second Language (ESL) classes.”
- “Parent leaders are empowered to suggest, plan, organize and facilitate cultural events and activities, as well as facilitate the workshops based on their expertise and the needs of parents in the school community. Parents are familiarized and knowledgeable about the curriculum and academic expectations for their children, thereby strengthening the home school and connection.” QR (3.4)
- “In addition, school leaders and staff effectively communicate high expectations that support the successful partnering with families to further student progress toward college and career readiness.” QR (1.1, 3.4)

Needs

- As per the 2014-15 Learning Environment, that is was not communicated enough that parents are invited to school to view/observe everyday instruction

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, 75% of parents would have met with and visited their child’s teacher and classroom a minimum of three times during the school year not inclusive of the New York City’s Department of Education’s mandated scheduled parent meetings. (i.e. Parent Teacher Conferences in Nov and March)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Parents are invited to an Open House one day prior to the actual start of school to meet the classroom teacher and drop-off supplies 	Parents and Students	August 2015- September 2015	Teachers, Administration and Parent Coordinator
<ul style="list-style-type: none"> • Teachers provide parent orientation to inform families of curriculum expectations for the 2015-2016 academic year • Resources for parents to support student instruction are provided • The following events support community involvement in a risk free environment: <ul style="list-style-type: none"> o Fall Festival o Multi-cultural Dinner o Read-A-Thon 	Parents and Students	September 2015- May 2016	Teachers
<ul style="list-style-type: none"> • Parents will be invited to take part in series of professional development opportunities that will focus on supporting ENLs and SWDs on either “Family Share-out Tuesdays” or Saturday Workshops. • Parents will be encouraged to provide feedback to teachers and insights in supporting their child. Translators will be made available, when necessary. 	Parents & Teachers	January 2016	Parent Coordinator
<ul style="list-style-type: none"> • Adult classes are provided for parents on site. GED (Monday and Fridays and ESL. (Tuesday, Wednesday and Thursday) 	Adult Community	September 2015 –June 2016	NYCDOE Continuing Education Program

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.

Blackboard Connect, Myon, IXL, Calendars, Newsletters and 40 minute Tuesday Parent Communications, Classroom Celebrations.

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

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

Part 5 – Progress Monitoring

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

The following will be evaluated to determine success and progress:

- Learning Environment Survey
- Workshop Reflections
- Student Tripod Surveys

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Benchmark Assessments • Scantron ELA Assessment Data 	<ul style="list-style-type: none"> • Shared reading • Shared writing • Guided Reading • Use of complex text (non-fiction) • Repeated readings Imagine Learning 	<p>We support At-risk learners with :</p> <ul style="list-style-type: none"> • Foundations K and 1 (small group) • Voyager for grades 2 and 3 (small group) • Achieve3000 for grades 4 and 5 (small group instruction) • ELL students through an early morning Title 3 program utilizing Imagine Learning (small group instruction) 	<p>During the school day on Wednesdays – Fridays for 40min</p>
Mathematics	<ul style="list-style-type: none"> • Go Math Beginning, Mid and End Year Assessments, • Scantron Math Assessment Data 	<ul style="list-style-type: none"> • Problem solving strategies • Mathematical practices • Go Math Personal Trainer 	<p>We support At-risk learners with :</p> <p>Chess Club (Enrichment) with our math/science cluster teacher</p> <p>Go Math RTI components through small group tutorials.</p>	<ul style="list-style-type: none"> • Morning 1X a week on Wednesday beginning in January <p>During the school day on Wednesdays – Fridays for 40min</p>
Science	<ul style="list-style-type: none"> • Scantron Assessment Data 	<ul style="list-style-type: none"> • Use of complex text (non-fiction in the content area) 	<p>Achieve3000 for grades 4 and 5 (small group instruction)</p>	<p>During the school day on Wednesdays – Fridays for 40min</p>

		<ul style="list-style-type: none"> • Repeated readings Questioning and respond to text 		
Social Studies	<ul style="list-style-type: none"> • Scantron Assessment Data 	<ul style="list-style-type: none"> • Use of complex text (non-fiction in the content area) • Repeated readings • Questioning and respond to text 	Achieve3000 for grades 4 and 5 (small group instruction)	During the school day on Wednesdays – Fridays for 40min
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Pupil Personnel Team recommendations 	<p>At-risk counseling provided by:</p> <ul style="list-style-type: none"> • Guidance counselor • School psychologist • Social Worker 	<p>School-Community service and dealing with social-emotional that impact learning</p> <ul style="list-style-type: none"> • 1 to 1 <p>Small groups of 3-5 students, depending on needs</p>	During the school day on Wednesdays – Fridays for 30min

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Teachers collaborate on grades and are supported in their planning and delivery of lessons (teacher teams) • Collaboration with Human Resources to fill leave replacements/vacancies • Inter-visitations • Study groups (when applicable) • Continued work on "Pockets of Awesomeness" which highlights expectations and best practices (updates are on-going)

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).
<ul style="list-style-type: none"> • In-house and off-site Professional Development • Inter-visitations • Teacher development plans aligned to Danielson Framework for Teaching (ADVANCE) Sept. 2015- June 2016 • Professional Development Calendars (monthly) • Professional Development committee to disseminate information and update Professional Development plan (Twice a month) • Study groups (when applicable)

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.).

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration and teachers. Parent engagement involves the sharing of goals, curriculum and instructional methods/strategies. Home/school links with parents will allow parents of students to become more familiarized and comfortable with the curriculum and academic expectations for their children. This accomplished through the following:

- Open houses
- Blackboard Connect communication system
- Cultural Awareness Week: November
- Multicultural Dinner: Evening November
- Family Craft Night: May 2016
- Go Math Parent workshop Saturday: Sept. and Oct. 2015, additional workshops are provided based on need throughout the year
- Parent Literacy workshop Saturday: Sept. and Oct., 2015, additional workshops are provided based on need throughout the year
- GED and ESL classes: Sept. -June 2016 (Mondays and Fridays from 8:30 -2:00pm) and Sept -June 2016 (Tuesday - Thursday from 8:30- 1:00pm) respectively
- Book Fair: November & March

The needs of the parents are also evaluated by the school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies, when applicable.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The P.S. 55 MOSL Team met to discuss and made decisions in regards to the new Teacher Evaluation and Development System. Under the Education Law 3020.AC, we have been charged with making decisions in regards to the local measures of student learning for our school. The local measures of student learning will comprise 20% of the Teacher Evaluation and Development System.

After careful review, we have decided to recommend to you that the default option is what would be an appropriate fit for our school. We have made this determination based on several different factors. The default option is an appropriate fit for our school because its guiding principles make sense for both our teachers and our students. First, the default option is feasible and can be implemented without burden. It allows us to use the systems that we already have in place. Some of those systems are CAFÉ, and VOICES. In addition, it is fair because it does not disadvantage our educators based on the population that we serve. It also allows for a shared responsibility on the part of all of the educators. The default option allows for a school wide approach where all of the teachers are working together towards a shared instructional focus. This option also allows for transparency and everyone in grades K-5 is held accountable to obtain and implement the common core.

Furthermore, this model does not introduce new work to our school. We considered the fact that our school would continue the use of ReadyGen and Go Math. We will also be rooting targeted feedback to teachers within Danielson’s Framework. This model compares student performance to other similar student’s performance across the district to calculate growth and gives teachers credit for exceeding predicted growth.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$217,900	x	
Title II, Part A	Federal	0	x	

Title III, Part A	Federal	\$11,200	x	
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	\$2,389, 533	x	

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 55Q**, 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.

P.S. 55Q will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

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

maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

P.S. 55Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Maure School</u>	DBN: <u>28Q055</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: _____ After reviewing the Progress Report, Learning Environment Survey, Standardized Test Data and NYSESLAT results, it was determined that our ELL population in testing grades 3-5 performed significantly lower in the area of mathematics and literacy due to the increasing demand for literacy (i.e. complexity of text), problem solving and processwriting in mathematics.

-
Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore, by linking the CCLS with instructional strategies (differentiated instruction, Workshop Model, inquiry and investigative problem solving) and coupled with proven research based on second-language acquisition, we can better target the specific needs of our test-taking ELL population.

-
A focal point of the Title III instruction is to provide language development through Imagine Learning software before school (7:30-8:20am), Monday through Thursday involving students in grades K - 4 (no ELL students are in grade 5) beginning on October 30th and ending on June 18th, for a total of 79 sessions. The early morning program will run 4 days a week, Monday through Thursday for the duration of 50 minutes a day. The ESL and 1 common branches teacher, content area, will provide a team approach to ensure that beginner and intermediate level ELLs are receiving support from both. The ELL teacher will be providing strategies for language acquisition with 1 group (i.e. beginners) while the content specialist common branches teacher will work with the other (i.e. intermediate). Groups will switch on alternate dates to ensure a well rounded learning experience. Instruction is geared around the following objectives:

-- Vocabulary development/fluency and comprehension

-- Test sophistication skills/targeted support

-- Literacy based activities in English with reinforcement prompts in their native tongue for language support

-- Articulation exercises in English with native language support for encouragement and reinforcement

-- Activity based lessons at the end of every section for positive reinforcement

-- Content area and discussion

-- Immersion in content through multimedia

-
The following instructional materials will be used to support instruction of students and were purchased with Title III funds

-- 31 licenses for Imagine Learning software (CCLS aligned computer software designed to promote skill in grammar, phonics, vocabulary, and syntax for beginner and intermediate ELLs)

-- Per-Session employment for two teachers of Title III program

-- Per-Session employment for 1 supervisor of Title III program

-
The following materials were purchased to support this program not included in the Title III allocation

-- ELL strategies from Go Math curriculum- NYSTL funds

-- My Talking Dictionary (interactive software designed to reinforce an ELLs students' native language as well as second language (English)-Free

-- Graphic Organizers-Free

-- Voyager: "Ticket to Read" (computer software used to develop fluency, accuracy and deeper comprehension-Title I school wide programs

Part B: Direct Instruction Supplemental Program Information

--Safari Montage-TL funding

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Indicators of Success:

-- Bi-weekly professional development for instructors to review student work, progress and to determine next teaching steps for the program and to disseminate trends to classroom teachers. Every other Monday afternoon, as per UFT contract regarding professional development times.

-- Monitoring and recording of student achievement to set goals

-- Students who participate in this program will demonstrate gains in scale scores and within performance levels on the ELA, Math, and move from intermediate to advance in terms of the NYSESLAT assessment.

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: Professional Development initiatives at P.S. 55 are as follows:

Common branch and special education teachers from grades K-5 are included in these professional development sessions at this time because a large population of our ELL students are in the lower grades.

These workshops are primarily focused on literacy strategies for LEP students. It is expected that teachers utilize and implement these techniques within all content area work. The workshops are to familiarize teachers with the ESL mandates for both literacy and mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questioning, Problems and Solutions, Bridging Knowledge, Academic Language, etc.. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

-- Time provided for collaboration between classroom teachers and ESL teachers, as per UFT contract

-- Instruction on use/incorporation of Technology for ELL students

-- Analyzing ELL interim assessments to better drive instruction

-- Language Acquisition Development workshops provided by Network support specialist and the DOE (PW and DELLSS weekly)

-

When: Mondays beginning Feb. 23rd -March 30 and Mondays beginning April 13- May 11, 2015

Frequency: 1 x a week for two 5 week cycles

Supported by: J. Ianni, ESL teacher and Network Support Specialist

Indicators of Success:

-- Effective use of common planning time, Monday afternoons

-- Increase of teacher proficiency in data analysis

-- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic grouping

-- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis

-- Increase in student achievement across all levels as students receive instruction as a result of looking at student work

--Development of lessons and activities that scaffold vocabulary in preparation for reading

--Development of systems to support understanding and engaging students in discussion

Part C: Professional Development

--Development of activities that support academic language acquisition

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Part D: Parental Engagement Activities

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

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

Begin description here: Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration and ESL teacher. Parent engagement involves the sharing of goals, curriculum and instructional methods/strategies. Home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their children.

Activities that take place to involve parents are as follows:

Cultural Awareness Week: Week of 11/17/14

Multicultural Dinner: Evening of 11/20

Family Craft Night: May 2015

Learning Leaders workshops: 3 days in October 21-23rd, 2014

Go Math Parent workshop Saturday: Sept. 13 and Oct. 18th, 2014

Parent Literacy workshop Saturday: Sept. 10 and Oct. 25th, 2014

GED and ESL classes: Sept. 15, 2014 -June 2015 (Mondays and Fridays from 9:00 -2:00pm) and Oct. 15 - June 2015 (Tuesday -Thursday from 9:00- 1:00pm) respectively

Diwali Celebration: 10/23/14

Middle School Application Process: Evening of Nov. 20th, 2014

Parent Coordinator surveys parents' needs regarding understanding the curriculum and instructional approach in order to do the following:

-- Create a year-long calendar of Parent Workshops in response to Parent Survey

-- Emphasize the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)

-- Support the role of the class parents, Learning Leaders, to assist in coordination of classroom activities, sharing of information with parents and encourage participation

--The needs of the parents are also evaluated by the school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

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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 28	Borough Queens	School Number 055
School Name The Maure School		

B. Language Allocation Policy Team Composition

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

Principal Ralph Honore	Assistant Principal Marc Slippen
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Yoon Lee	School Counselor Frank Diaz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Darlene Prunty
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	475	Total number of ELLs	55	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	49			6						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 After reviewing the Standardized Test Data, Computer Adaptative Assessments, Fountas and Pinnell and NYSESLAT results, it was determined that our ENL population in testing grades 3-5 continually perform better in the area of mathematics than in literacy. The benchmarks are derived from the researched based literacy and mathematics programs that are aligned to Fountas and Pinnell and the CCLS.

 The insight provided from these results are as follows: 1) We must provide common planning time for collaboration between classroom teachers and the ENL provider to identify specific linguistic and academic difficulties of individual students. 2) We must select themes for interdisciplinary units using the Balanced Literacy Workshop Model to increase differentiated instructional strategies and to increase accountable talk. Increasing accountable talk will build the confidence and support that ENLs need to feel comfortable to speak and participate in their everyday classroom environments. 3) Increase classroom libraries in native languages and in multicultural books in order for the students to be exposed to all cultures and have a diversified learning environment. 4) We should have a more concerted effort in adapting written materials into the appropriate language for parents and students. 5) We must increase the use of hands on instruction in math, science and technology. Reason being, that visuals enhance learning methodologies and ENLs will have a better recollection by using "hands on" teaching strategies. 6) We must increase parental involvement in their children's school work , as well as homework and extra help through workshops. Parents should be aware that regardless of their language deficiencies there are methods and strategies that can be used to become more involved with their child's education. 7) We must increase the writing instructional expectations for responses to literature and narrative writing in grades K-2 and for Opinion/Argument writing in grades 3-5. By raising the bar and pushing the children to think at higher levels, will only benefit the students by helping them to use language that will strengthen their writing pieces and also build on their current vocabulary. This will also help ENLs by allowing them to interchange words and create bigger and better sentence structures. 8) We must increase the use of portfolio assessments, rubrics and observations that are aligned with ENL standards, when deemed appropriate. 9) Finally, start looking more closely at student work to set clear expectations and performance based outcomes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Even though there are no trackable patterns based on the NYSITELL, the information does show that a majority of the ENLs come from lower grades as opposed to the upper grades. By using the NYSESLAT Modality Reports we are able to utilize this data to see what area(s) that the ENLs are struggling and stagnant in and therefore we are able to build upon and teach into to help continue the growth in proficiency levels of all our ENLs.

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

The one noticeable pattern found in the ENL population of PS 55 is that our students fare poorly in the area of listening and writing. NYSESLAT data is used to support our ENL students in gaining access to language with our school-wide Idioms and Tiered vocabulary programs. The purpose of these initiative is to promote the use of language so that students can engage in higher level discussions and conversations.

4. For each program, answer the following:

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

Our goal is to move the majority, 66%, of our ENL students who are currently at the Intermediate or/and Advanced level to the proficient level on the NYSESLAT. Using the results from the NYSESLAT modalities effects instructional decisions by allowing us to target and focus on specific modalities such as listening and writing; where our students are generally weaker. The areas of listening and writing are targeted during Unit planning sessions between the ENL teacher and classroom teacher. In order to move ENLs to the proficient level administrators and teachers use modality specific NYSESLAT data, scaffolds, graphic organizers, differentiation, purposeful grouping, small group instruction, and other various strategies during planning sessions and instruction.

Addressing these specific areas will provide our students with the necessary problem solving and language/sophistication skills necessary to be successful students, by linking core instructional strategies (accountable talk, cooperative learning, inquiry and investigative skills) with proven research. Based on second-language acquisition, we can better service the specific needs of our test taking ENL population by building and implementing strategies that are aligned with the CCLS such as: "The 3 Phases of Instruction," (preparing to learn, interacting with the text and extending the learning). With strategies like these our ENLs will be able to learn the academic language behind the content.

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](#).]

Using NYSESLAT reports such as the modality reports, teacher observations and student work we are able to gauge and target specific areas of need in order for RTI personel to be able to focus on those concentrated areas of need. Students are generally serviced for 30min a day 2-3 times a week.

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

A child's second language development is considered by having the ENL teacher plan with the teachers across the grades and through the incorporation of diffferntiated instruction and scaffolding strategies to address second language development. In-house PD is also provided by ENL teacher during Monday PD time.

7. For dual language programs, answer the following:

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

N/A

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

We are able to evaluate the success of our ENLs by using the NYSESLAT reports in order to see the progress the students have made from the prior year, we also are able to evaluate student progress throughout the year by teacher observations, through communication, unit test, Computer Adaptative Assessments, Benchmarking and looking student work.

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 home languages of the majority of these students are Spanish, Punjabi and now Arabic. We have also had a small influx of various languages such as, Haitian Creole, Urdu and Hindi. Our students are identified through the use of HLIS, NYSITELL and NYSESLAT. They are serviced according to the guidelines established by CR Part 154. Identification of students new to the program is conducted as follows: 1) All new admits are processed through the pupil accounting secretary with the assistance of a licensed pedagogue (ENL teacher). 2) The licensed pedagogue conducts an informal interview by asking questions such as: previous schooling, new to the NYC public school system, if the family speaks another language, etc... If they are new to the DOE, they are required to fill out a Parent Survey. If there is a language issue and the parents need extra support our ENL teacher, Guidance Counselor Frank Diaz, and other licensed pedagogues are available to translate in Spanish, Korean, French, and Haitian Creole. The Parent Survey is then reviewed by the ENL teacher within the first 10 days of admittance into the NYCDOE to determine if the student is eligible for testing. A computer generated memo is also printed out and cross referenced with the new admit slips printed out by ATS to make sure that newly admitted students who are eligible to take the LAB-R's are tested within the 10 day period. 3) The ESL teacher then administers the NYSITELL and the Spanish LAB which are administered by the ENL teacher , to Spanish speaking students who score below the cutscore on the LABR. 4) Once the scores are determined from the NYSITELL, the ENL teacher contacts the parent to invite them to a Parent Orientation in which they discuss appropriate placement and alternative programs and their implications. 5) Finally, any ENL students who have not made adequate yearly progress determined by the NYSESLAT and ATS reports such as: RNMR, RLAT, and RMSR are discussed during our monthly PPT meeting in consultation with the ENL teacher to determine whether it is a language problem or a processing issue.

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).

After examining the data on the parent’s responses to questions on the HLIS and LAB-R we determine whether the student may have had an interruption in schooling. We then use the DOE’s Oral Interview Questionnaire to determine where those interruptions, inconsistencies, or non-parallel schooling experiences amount to a two-year interruption. If so, we use the Academic Language and Literacy Diagnostic (ALLD) to determine the students’ literacy levels in order for appropriate instruction and interventions to be provided or developed.

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).

If the student’s home language is other than English, we will determine if the student is NYSITELL eligible. For students entering with an IEP, determination is done by the Language Proficiency Team (LPT). The licensed pedagogues who are responsible for conducting this initial screening are the ENL teacher, Y. Lee and special education teacher, S. Ellner. We review evidence of the student’s English language development. Based on the evidence, we make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If it is determined that the student may have English language acquisition needs, the student must take the NYSITELL. Once it is determined that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

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.

All letters are addressed to the parents or guardians of those ENL students. The teachers are also notified that letters are being sent home to the parents. All letters that are sent home are kept in a log book by the ENL teacher. The Parent Surveys and Parent Selection forms are collected and stored by the ENL teacher. All placement letters are sent home to families in English as well as in their native tongue, if needed. Upon receipt the letters are logged in a book kept by the ENL teacher. Written translations of communication to parents are also done by our Guidance Counselor, Frank Diaz and NYCDOE Translation Services, when applicable.

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).

We send the entitlement letter of ENL status notification within 5 school days letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment

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

After reviewing the Parent Surveys and Program Selection forms, we provide all parents with an orientation and video that describes freestanding programs and information on alternative programs (i.e. Bilingual). Placement letters, Parent Survey, and Program Selection forms go out to all the parents whose children did not pass the NYSITELL/Spanish lab and are required to have ENL. The letters go out the immediately after the scoring is completed. The Parent Orientation is held within the first few days of testing. A log is kept of when the letters were distributed along with the dates and times of the Parent Orientations.

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.
If the parents are a "no show" on the first attempt, another round of letters are sent out and are logged as well along with new dates and times of another Parent Orientation. After the second attempt a phone call is made to the parents as a courtesy reminder that they have missed the workshops and also notifying them that a third meeting will be attempted. The students are then appropriately scheduled according to CR Part 154 in a Freestanding ENL program. If the parents choose a TBE/DL program they are notified that the school is currently taking a tally and if 15 or more parents chose a TBE/DL program for their child a program will become an option at our school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
When Parent Survey and Program Selection forms are sent to parents, and returned to school, ENL teacher make copies of these documents, place the original in student's cumulative folder, and keep a copy of school files.
9. Describe how your school ensures that placement parent notification letters are distributed.
After students are tested with LAB-R and receive a score that entitles them to English language support services, a placement letter is sent home to parents informing them that their child is entitled and has been placed in an English as a New language program. In addition, an entitlement letter is sent home to parents that include an invitation to parents to attend a parent orientation session and view a DVD regarding program choices in their native language. This letter records the student's proficiency level and when and where the orientation will be held.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
We maintain an ENL folder of Critical Documents which contains these documents. Critical ENL documents includes:
Dated and signed copies of each student's
 - Home Language Identification Survey
 - Parent Survey and Selection Form
 - Program Placement Letter
 - Entitlement letter
 - Continued entitlement letter
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.
When testing begins, students are taken one by one starting from kindergarden to begin the administration of the speaking portion of the NYSESLAT. Once the speaking portion is completed, the listening portion is administered. The listening portion is administered in groups by grade bands. The reading and writing portions of the NYSESLAT are given when the listening portion is completed. The procedure is continued until all students have been administered the NYSESLAT and all make up have been given where applicable. Once all ENLs have taken all parts and the testing window has closed the scoring portion begins until completed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher, Mrs. Lee, will secure a copy of the RLER report on ATS to check for students who continue to be entitled to ENL services. A continued entitlement letter or a transitional support letter is sent to parents to inform them of their child's entitlement in the program for another year of services. All parents are notified, via letter sent home, of their child's continued entitlement of services with the appropriate letter. Copies are made of all letters sent to parents and kept on file at the school.
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).
At this time there are no identifiable trends in parent choice. Native speakers of Spanish and Punjabi prefer to keep their children in our Freestanding ESL program. The data is derived from our demographics report found in ATS. Freestanding ESL is a parent choice in the Program Selection form. Parents may choose 1 out 3 choices. If the parents choose either DL or TBE, they will be advised that the school is currently tallying their preferred program selections and if 15 or more parents select a specific program the school will accommodate those children.

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 program model used to deliver content area instruction to ENL at PS 55 is the Free Standing model. If and when requested, (based upon student enrollment) the dual language model is made available. Delivery of instruction in the push in model is primarily in English. ReadyGen and Go Math are the primary source of curriculum used at PS 55. Each has tools and components

that provide strategies for success of ENL students. The ESL teacher and the classroom teacher use the parallel teaching method for

whole class and small group instruction. The parallel teaching method provides better targeted introduction for individual students

as teachers are able to plan for multiple entry points, which allows for successful access to complex texts. Methods and strategies

include:

- Teaching through informational text
- Scaffolding for difficulties presented by informational text
- Close Reading: Giving students less text to read in order to allow students to re-read text for accuracy and comprehension
- Looking for nuances within the text
- Facilitating evidence based discussion
- Encouraging students to recognize word relationships (comprehension of tense, word meanings, syntax)

During instruction the ENL teacher offers picture support, translation (when applicable), delivers and reinforces the aforementioned

methods to ensure fluid language acquisition.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

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.

The program model used to deliver content area instruction to ENL at PS 55 is the Free Standing model. If and when requested, (based upon student enrollment) the dual language model is made available. Delivery of instruction in the push in model is primarily in English. ReadyGen and Go Math are the primary source of curriculum used at PS 55. Each has tools and components that provide strategies for success of ELL students. The ENL teacher and the classroom teacher use the parallel teaching method for whole class and small group instruction. The parallel teaching method provides better targeted introduction for individual students as teachers are able to plan for multiple entry points, which allows for successful access to complex texts. Methods and strategies include:

- Teaching through informational text
- Scaffolding for difficulties presented by informational text
- Close Reading: Giving students less text to read in order to allow students to re-read text for accuracy and comprehension
- Looking for nuances within the text
- Facilitating evidence based discussion
- Encouraging students to recognize word relationships (comprehension of tense, word meanings, syntax)

During instruction the ESL teacher offers picture support, translation (when applicable), delivers and reinforces the aforementioned methods to ensure fluid language acquisition.

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

The majority of P.S. 55 ENL students are in between the ages of 5 and 7. Whereas many speak their native language very few can read or write it. For students in the upper grades, translated versions of standardized testing are acquired when applicable.

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

Through teacher observation, student work, and planning with the ENL teacher accordingly. All ENL baseline data, NYSESLAT and NYSITELL is reviewed prior to the start of the school year. Classes are specifically designed to group ENL students based on performance (L,M,H). This tiering allows for better monitoring of student progress. Using NYSESLAT reports such as the modality report, teacher observations, and student work, as well as periodic assessment data we are able to gauge and target specific areas of need in order for RTI personnel to provide instruction in those areas.

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

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

Teachers alongside with the ESL teacher provide differentiated instruction as needed, small group instruction, use of various scaffolds. Students always receive extra support from the ESL teacher even after students test proficient they are aware that they

can always come for extra help and support from the ESL teacher.

A. SIFE:

Assess students' prior knowledge in content areas. Based upon the data, teachers scaffold content area lessons and provide extra support such as pictures, tables, charts, and graphs. Additionally, teacher's frontload content area vocabulary and use supplementary materials that are available for the content area subject matter.

B. New ELL's (Less than three years)

ELL's receive differentiated instruction, extra supports, visuals, RTI, small group instruction, translation when needed, and scaffolds during lessons. ESL and classroom teacher plan strategically using the NYSESLAT test to encourage students to be vocal in the classroom setting.

C. ELL's (four-six years)

Teachers use the NYSESLAT data to target modalities that ELL's are weakest in or showing a lack of growth in and focus on various strategies domain to each modality, to help the ELL's in the content areas. This promotes students' abilities and skills so they are eventually successful at testing proficient and/or showing progression throughout the year.

D. Long Term ELL's (6+ years)

(THE MAJORITY OF THESE STUDENTS ARE SWD's AND TEST WELL IN ALL MODALITIES EXCEPT FOR WRITING WHICH IS THE CAUSE OF THESE STUDENTS FAILING TO TEST PROFICIENT)

Usually SWD's work with the teacher using graphic organizers, various scaffolds, and as specific areas of need are targeted.

E. Former ELL's (1 and 2 years after testing proficient)

Students receive continued support from the ESL teacher, who works alongside the classroom teacher, in areas of weakness to strengthen their skills. ELL's are firmly trained in the use of graphic organizers, and teacher's frontload vocabulary, as well as break down complex text. ADDITIONALLY FORMER ELL'S continue to receive testing accommodations.

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.

After examining student data, the ENL teacher will make an instructional modification. The instruction will be focused on promoting language and literacy development. This will be accomplished by building on and expanding students' existing oral language

- Chart** competences. To promote ENLs oral language development, we will build background knowledge, engage in close, interactive read alouds and collaboration discussion and role-play, use language frames for speaking and listening, provide multifaceted and intensive vocabulary instruction. In addition, quality writing instruction will be given to ENLs to help them acquire the academic writing skills they will need in the content areas. We will provide reading comprehension instruction by building background knowledge, highlighting key vocabulary, and interacting socially to make meaning.
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?
 The instructional strategies used by teachers are as follows: Picture support, Imagine Learning program, Tiered vocabulary, small group instruction and graphic organizers to name a few. Also note that content area studies are embedded in everyday units of study as well
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 school supports ELL-SWD in achieving their IEP goals through the following:
 *Scheduled block of time for Voyager or Achieve 3000 (researched based program).
 *Scheduled push in by service providers in order to provide targeted small group instruction.
 *Cooperative planning time
 *Benchmark review of progress based on scantron, running records and classwork
 *The use of tiered systemic vocabulary

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 (Chart 154-2.1(b)(1)(ii)(B) (SUM))	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

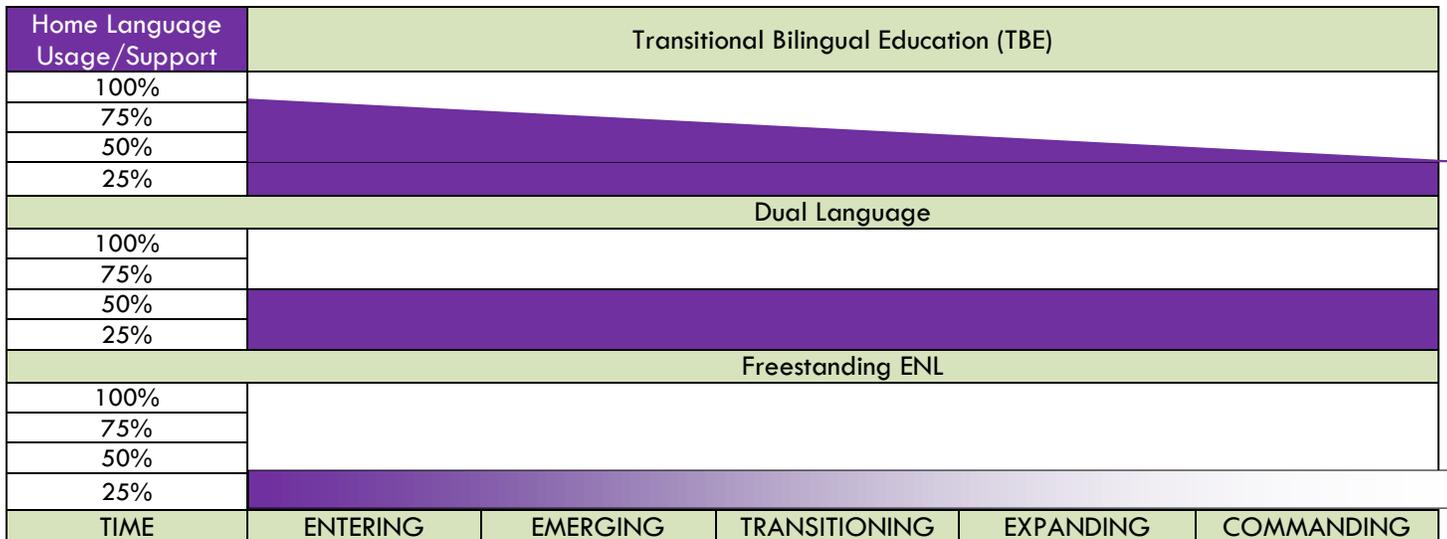


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted before-school instruction will begin with the students in grades 1-5. These students will be identified and participate in a before school instructional program. These students are identified based on their assessment data (standardized scores, classroom observations, teacher estimate, running records etc...). Certain benchmarks are listed for students based on NYSESLAT, CAA (Computer Adaptive Assessments), and student work in ENL. Students may also be offered the morning program, AIS and SETSS. Students will participate in a small instructional group four times a week for approximately 30 minutes each day. The program will run from November through June and the frequency will be 4 times/week @ 30 minutes a day Monday through Thursday supported by the ENL and a common branches teacher.

Indicators of Success:

- Creation of small (no more than 15 students) instructional groups based on student performance data
- Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in ELA and Math
- Monthly professional development for instructor to review student work, progress and to determine next teaching steps
- Monitoring and recording of student achievement to set goals
- Students who participate in this program will evidence gains in scale scores and within performance levels on the ELA, Math, and NYSESLAT assessments.

Targeted after school instruction will consist of boys and girls in testing grades 3-5 who are in the lowest third. These students will receive small group instruction with additional support in ELA and Math. Key strategies and problem solving skills are addressed. Students who participate in this small group instruction will meet 2 times a week for 2 hours at a time. Addressing specific areas of need will provide our students with the necessary problem solving, comprehension and higher level thinking skills needed to accel on the NYS assessments. Alignment of instructional resources with school-wide goals to increase student performance on the ELA assessment will be on going and supported by the Instructional Team (Administration/NSS Early Childhood Coordinator), and classroom teachers.

Students who need transitional support will continue to receive services until they become proficient on the NYSESLAT. The needs of these students are derived from the NYSESLAT modality reports such as; RNMR, RLAT and RMSR, where targeted need areas can be pointed out and then addressed. Specific areas where students are lagging in will focused on in order to move the ELL's to proficient status on the NYSESLAT.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- By using the prior year's modality report along with common planning amongst grade level teachers and the ESL teacher, we are able to target the needs in both content language and in the area of developing better use of vocabulary in the content areas targeted. Students are also engaged in questioning and discussion through content use and vocabulary.
12. What new programs or improvements will be considered for the upcoming school year?
- We have considered the following programs and changes:
- *Tiered classes for ESL students
 - * Tiered vocabulary and idomatic phrases program
 - *Push-in model with increased frequency
 - *Use of Imagine Learning and MYON program
13. What programs/services for ELLs will be discontinued and why?
- ENLs will only discontinue services if they test out of the spring NYSESLAT and test proficient in all areas. All ENLs are afforded equal access to all school programs whether general education or special education. These students participate in all subject areas such as; math, ELA, cultural studies, reading center, science, art, gym, etc... Technology is also provided to ENLs through the use of Imagine Learning software and during open access time in the computer lab. The Imagine Learning program is used during the morning program, and by certain classroom teachers.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Native language support is only provided in spanish only and it is used for beginner and struggling ELL's as added support while learning content area academia. All services correspond to ENLs ages and grade levels by the use of the NYSESLAT and state curriculum. We currently do not offer language elective to ELLs. Additional independent reading resources (leveled by genre, and content based) have been purchased for classroom libraries to support students as they become fluent readers. Additional teaching resources (mentor texts and read alouds texts) have been purchased to support each of the units of study in Reading and Writing workshop.

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.

The following instructional materials are used to support instruction for ENL students:

-Graphic Organizers

-Imagine Learning (CCLS aligned computer software designed to promote skills in grammar, phonics, vocabulary, and syntax for beginner and intermediate ENLs)

-Wordly Wise (workbook, with webpage extensions, designed to reinforce lessons in vocabulary and grammar)

-Voyager: "Ticket to Read" (computer software used to develop fluency accuracy and deeper comprehension)

-Go Math (CCLS aligned)

-My Talking Dictionary (interactive software designed to reinforce an ENL students' native language as well as second language [English].

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

Translation services are provided when necessary. Additionally, students are supported by being paired with a peer who speaks a common language. The ENL teacher provides ENLs with interactive bilingual dictionaries, and instructs on the use of a Thesaurus. Teachers also provide bilingual flashcards with picture support.

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

Based upon the curriculum, age appropriate resources are distributed to teachers to ensure that each of our ENL students increase their proficiency levels and abilities in every area of the four modalities.

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).

P.S. 55 conducts various parent orientations, workshops, and our annual Multi-Cultural dinner. Additionally the ENL teacher conducts a morning program which operates Monday-Thursday from 7:45 to 8:15 am, from November to June. This program gives extra support to beginners ENLs who are new to the school, as well as provides a platform by which former ENLs remain connected. We now need to consider activities for our newly enrolled ENLs more so for our incoming kindergarden (ie: Turning 5 cases)

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

Paste response to question here:

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.)
Professional Development initiatives have already been implemented at PS55. All common branch and special education teachers are included during these professional development workshops. These workshops are primarily for Literacy strategies for LEP students and for teachers to be able to utilize and implement these techniques with all content area work. The workshops are to familiarize teachers with the ENL mandates for Literacy and Mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questions, Problems and Solutions, Bridging Knowledge, Academic Language and etc.. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:
 - Time provided for collaboration between classroom teachers and ESL teachers
 - Instruction on use/incorporation of Technology for ENL students
 - Adapting written materials into appropriate language for students and parents
 - If budget allows, outside consultation and/or in-service consultation will be provided
 - Language Acquisition Development workshops provided by QBSF
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?
We have begun to examine the individual needs of students by looking at teacher's assessment data, IEP's, classroom observations, and running records to determine special needs students in this subgroup who would benefit from mainstreamed ELA instruction.

Indicators of Success:
 - Creation of a mainstreaming committee consisting of related service providers, administrators, and classroom teachers who will assess each child considered for mainstreaming and support that student's transition to a general education environment and maintain data on the student's progress and achievement.
 - An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.
 - Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers are proficient at collecting data, but some need to understand how to look at the data they have gathered in order to form flexible groups in which they utilize a variety of instructional strategies and differentiate student learning processes.
 - Alter scheduling to include additional common preparation periods by grade, to ensure that classroom teachers understand and facilitate various teaching strategies and best practices.
 - Increase use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups etc...).
When: All school year Frequency: Daily Supported by: Classroom Teachers and Instructional Cabinet

Indicators of Success:
 - More effective use of common planning time
 - An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment (mainstreaming), in which their academic needs are more efficiently met
 - More standardized, cohesive methods and/or systems of data collection that is evident across all grades
 - Teacher proficiency increase in data analysis
 - Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic groups
 - Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
 - Data derived from Imagine Learning data base
 - Increase in student achievement across all levels as students receive instruction as a result of looking at student work
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As ELLs transition from one school year to the other they will receive support by the guidance counselor who will discuss concerns, issues and reach out to the new school in order to make the transition as easy and as comfortable as possible for ELL students and parents. ELL training for all staff is conducted throughout the course of the year through faculty conferences, professional development in the beginning of the year and carried on during monthly scheduled P.D.s as well (ie: Scaffolding Close Reading of Complex Texts, Gradients in Complexity of Informational Texts, Reading for Purpose and Meaning, Core Instructional Focus and etc...). Records are maintained through the use of sign in logs and agendas.

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.

As per UFT contract, all pedagogues receive PD during the 150 minutes allocated on Mondays and Tuesdays. All PD activities are logged with next steps.

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?

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
- Creating a year long calendar of Parent Workshops in response to Parent Survey
- Emphasizing the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)
- The role of the class parent will be to assist in coordination of class activities, share information with parents and encourage participation in parent workshops.
- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations , PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Family Craft Night and workshops geared towards helping their child get ready for the state exams. Parents are also utilized throughout the year on our lower grades. We also have GED and ESL classes that take place in the building throughout the week.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Whenever applicable, CBO are utilized to increase parental involvement (i.e. Bracy Music, EDU music, Smartworks and LEAP
5. How do you evaluate the needs of the parents?

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations , PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

6. How do your parental involvement activities address the needs of the parents?
Our parental involvement activities address the needs of parents through open communication, surveys and the creation of a learning community in which they feel supported.

D. Additional Information

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

Paste response here:

School Name: The Maure School

School DBN: 28Q055

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)
Ralph Honore	Principal		10/29/15
Marc Slippen	Assistant Principal		10/29/15
Darlene Prunty	Parent Coordinator		10/29/15
Yoon Lee	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **8Q055** School Name: **The**
Superintendent: **M**

Before you begin, please check the following:

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

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

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

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

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

P.S. 55 is a Title 1 school located in District 28 in the Richmond Hill section of Queens. Our school is made up of approximately 529 children from Pre-K to Grade 5. P.S. 55 currently serves an ENL population of 54 students in grade K-5. PS 55 has a Free Standing English as a Second Language program that emphasizes English language acquisition through the areas of listening, speaking, reading and writing.

The home languages of the majority of these students are Spanish and Punjabi. We have had a small influx of various languages such as Urdu, Hindi, French Creole, Arabic and Bengali. Our students are identified through the use of HLIS, NYSITELL and NYSESLAT. They are serviced according to the guidelines established by CR Part 154. Identification of students new to the program is conducted as follows: All new admits are processed through the pupil accounting secretary and the assistance of a licensed pedagogue (ENL teacher). The licensed pedagogue conducts an informal interview by asking questions such as: previous schooling, new to the NYC public school system, if the family speaks another language, etc... If they are new to the DOE, they are required to fill out a Parent Survey. A computer generated memo is also printed out and cross referenced with the new admit slips printed out by ATS to make sure that newly admitted students who are eligible to take the NYSITELL are tested within the 10 day period. The ENL teacher then administers the NYSITELL and if spanish speaking students score below cutscores on the NYSITELL they are administered the Spanish NYSITELL. Once the scores are determined from the NYSITELL, the ENL teacher contacts the parent to invite them to Parent Orientation in which they discuss appropriate placement and alternative programs and their implications. Finally, any ENL students who have not made adequate yearly progress determined by the NYSESLAT and ATS reports such as: RNMR, RLAT, and RMSR are discussed during our monthly PPT meeting in consultation with the ENL teacher to determine whether it is a language problem or a processing issue.

A parent's preferred language for communication is determined primarily by the Home Language Survey

and confirmed after an initial informal interview with the ENL teacher. This information is used to determine the language by which the Parent Orientation will be presented in. It is during this initial meeting with parents that the level of translation support needed is determined.

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 list of parents' preferred languages for both written and oral communication is as follows: English, Punjabi, Spanish, Bengali, Arabic, French Creole, Urdu and Hindi.

Part B: Creating a Communications Calendar

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

The documents that are typically disseminated every year and require translation are as follows: IEP, ENL orientation letter, Instructional focus, Afterschool program information, Dept. of Ed notices, Multi-cultural dinner, Pre-K newsletter & notifications, Report card.

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

The formal face-to-face meetings our school will typically have with parents are as follows: Parent/Teacher conferences 9/15, 11/15, 3/16 and 5/16; IEP meetings/evaluations (on-going); Guidance Interventions (on-going) (Parent/School contact); Family Curriculum workshops (Math, Literacy & Technology) - 10/15, 11/15, 2/16, 4/16, 5/16 & 6/16.

Part C: Providing Language Assistance Services

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

All letters are addressed to the parents or guardians of identified ENL students. The teachers are also notified that letters are being sent home to the parents. All letters that are sent home are kept in a log book by the ENL teacher. All letters are sent home to families in English as well as in their native tongue, if needed. Upon receipt, the letters are logged in a book kept by the ENL teacher. Written translations of communication to parents are also done by our Guidance Counselor, Frank Diaz or the NYCDOE translation unit, when applicable.

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.

Native language support is only provided in Spanish (in house). We currently do not offer language elective to ENL's. Additional independent reading resources (leveled by genre, and content based) have been purchased for classroom libraries to support students and parents. Our automated phone system, blackboard connect provides translation to Spanish, Urdu, and French Creole when indicated in ATS, as per the HLIS.

The needs of the parents are also evaluated through our school's Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Oral translation services are made available through Title I translation monies when applicable.

LANGUAGE TRANSLATION:

F. Diaz - Spanish - room 123

Yoon Lee - Korean - room 332

E. DeJean - French and Haitian Creole - room 131

N. Nunez - Spanish - room 229

Part D: Training Staff on Policies and Procedures

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

Our school will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services through weekly communications, ENL in-house Professional Development for staff and through email disseminated via the Chancellor's Weekly.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school posts signs throughout the building informing them of the translation and interpretation service available. We also utilize the DOE's over-the-phone service if we cannot accommodate a particular language.

Part F: Monitoring and Quality Control

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

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration, ENL teacher and teachers throughout the school. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ENL students to become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Family Craft Night and workshops geared towards helping their child get ready for the state exams. Parents are also utilized throughout the year on our lower grades.

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
- Creating a year long calendar of Parent Workshops in response to Parent Survey
- Emphasizing the importance of utilizing technology to support student targeted practice at home (Myon, IXL, Voyager, Imagine Learning)
- The role of the class parent will be to assist in coordination of class activities, share information with parents and encourage participation in parent workshops
- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

The additional mechanisms used to gather feedback from parents are as follows: Parent surveys; Teacher communication (email); PTA meetings; Parent Coordinator contact; Learning Environment Survey; Student Tripod Survey (grades 3-5).