

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

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

**27Q064**

**School Name:**

**P.S. 064 JOSEPH P. ADDABBO**

**Principal:**

**ELIZABETH MITCHELL**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The Joseph P. Addabbo School School Number (DBN): 27Q064  
Grades Served: K-5  
School Address: 82-01 101<sup>st</sup> Avenue, Ozone Park, NY 11416  
Phone Number: 718-845-8290 Fax: 718-848-0052  
School Contact Person: Elizabeth Mitchell Email Address: Emitche4@schools.nyc.gov  
Principal: Elizabeth Mitchell  
UFT Chapter Leader: Michele Mosca  
Parents' Association President: Sandra Mohan and Homawattie Habib  
SLT Chairperson: Ilene Woda-Manishor  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Linda Narvaez  
Student Representative(s):

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd., Room 201B, Ozone Park, NY 11416  
Superintendent's Email Address: [mbarton@schools.nyc.gov](mailto:mbarton@schools.nyc.gov)  
Phone Number: 718-642-5800 Fax: 718-348-2994

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, N.Y. 11416  
Director's Email Address: [MWilks@schools.nyc.gov](mailto:MWilks@schools.nyc.gov)  
Phone Number: (718) 281-3259 Fax: (718) 391-6187

## 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)
Elizabeth Mitchell	*Principal or Designee	
Victoria Wolfe	*UFT Chapter Leader or Designee	
Sandra Mohan Homawattie Habib	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Linda Navarez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ilene Woda-Manishor	Member/ Teacher	
Francine Kawesch	Member/ Teacher	
Rosalie Falco	Member/ Teacher	
Lovely Dinara	Member/ Parent	
Mezaun Singh	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ Parent	
	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.

School Demographic : PS 64-The Joseph P. Addabbo School is an elementary school with 667 students from Kindergarten through Grade 5. The school population is comprised of 53% Asian, 36% Hispanic, 6% Black, and 3% White students. The student body includes 18% English Language Learners (ELL) and 11% Students with Disabilities (SWD). Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-2015 is 95%.

**School Mission:** PS 64, The Joseph P. Addabbo School, is a united group of diverse learners who respect each other and strive to succeed in all academic areas. By holding ourselves to high standards, we will be college bound 21st century learners and leaders.

School Community: At PS 64, The Joseph P. Addabbo School, we believe that learning is active, learning is challenging and we learn best through collaboration. Based on this belief, our school's instructional focus is to develop student leadership of their learning through questioning, genuine discussion and reflection. At PS 64, we do not view students as passive recipients of information. Instead, we believe that students learn best when they are active participants in the learning process. We understand that when children are able to ask questions, engage in discussion, explore, assess and reflect on what they know as learners, they are better able to construct meaning and understanding of the concepts/ideas being taught.

Based on this philosophy, our teachers work in teams to collaboratively develop curriculum maps and units of study aligned to the Common Core Learning Standards for each grade. When designing academic tasks, teachers utilize Webb's Depth of Knowledge (DOK) and the Universal Design for Learning (UDL) as a resource for ensuring that the tasks strategically allow for higher order cognitive engagement for all students (including ELLs and SWDs) and support the critical thinking necessary for college and career readiness. Common Planning periods are built into the school's program to allow teacher teams to meet weekly to collaboratively plan and refine the curriculum maps to ensure alignment to the Common Core Learning Standards and embed the instructional shifts. Teachers ensure that students are exposed to a balance of literary and informational texts, often integrating Science and Social Studies content. Teachers have embedded text-dependent questions throughout our curriculum maps to ensure that students have ample opportunities to cite text-based evidence to support their responses. Students are engaged in close reading of exemplar texts for each grade. Students are engaged in evidentiary-based writing units to further meet the demands of the CCLS. Academic vocabulary is explicitly taught throughout instruction. For Math, we use the enVision math program. Teachers use the program as a resource while ensuring that students are engaged in solving multiple step problems which allow them to apply the skills learned, as well as to engage in conversations that allow them to express their conceptual understanding of the concepts.

Across classrooms, teachers employ strategies for providing multiple entry points into the curricula for all students:

- Explicit teaching through teacher modeling and demonstration to establish clear expectations.
- Assessing students' prior knowledge before launching new content.
- Scaffolding through flexible small group instruction, use of varying graphic organizers, visual aids, manipulatives and student partnerships for peer support.

- Use of technology as a resource and an instructional tool-Smart boards, audio, computers, videos, movies, and other online resources.
- Use and display of teaching artifacts/anchor charts throughout the classroom that students can use as reference.
- Frontloading of information for our ELLs.

Across classrooms, teachers have implemented clear systems for monitoring student participation and engagement:

- Lessons anchored by an essential question/anchor question, in addition to embedding higher order thinking questions throughout lessons.
- Students are consistently expected to justify and make their thinking visible by providing text-based evidence to support their answers and/or questions.
- Teachers utilize turn and talks to afford students the opportunity to engage in discussions with each other.
- Students are taught to use accountable talk stems to build upon each other's thinking.
- Students assume leadership roles within their small work groups.
- Teachers have created checklists to monitor and gather data on student learning and participation.
- Teachers have implemented various structures (red/yellow/green cards, exit slips) to allow students to self-monitor and to be reflective on their learning.

Framework for Great Schools: Element of most progress-Trust. There was a new administrative team for the school during the 2014-2015 school year. It was imperative that the administrative team establish a culture of trust with the school community in order to effectively impact student outcomes. Parents, staff and students focused on establishing a shared goal and building positive relationships to move the school forward.

School's Challenge : Student performance at grade level proficiency, in both reading and mathematics continues to be a challenge. While we do see progress of students moving within benchmark levels for reading; we still have a majority of students performing below grade level proficiency. This is evident in the 2013-2014 School Quality Guide data:

Student Achievement : 33% met State standards for ELA; 39% met State standards for Math

Student Progress : 12% of students made progress in ELA; 3% made progress in Math.

Additionally, data from the 2014-2015 NYS Exams showed that;

Student Achievement: 32.3% met the State standards for ELA; 40.6% met State standards for Math

## 27Q064 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	659	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	69.6%	% Attendance Rate		93.6%
% Free Lunch	67.9%	% Reduced Lunch		0.9%
% Limited English Proficient	17.6%	% Students with Disabilities		11.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		5.7%
% Hispanic or Latino	36.2%	% Asian or Native Hawaiian/Pacific Islander		52.9%
% White	2.5%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.9%	Mathematics Performance at levels 3 & 4		38.8%
Science Performance at levels 3 & 4 (4th Grade)	90.5%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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			
<b>Accountability Status – High Schools</b>				
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.

**Strengths :**

According to the 2014-2015 School Quality Review Report, P.S. 64 has established structures for teachers to meet regularly to develop and revise curricula to ensure that rigorous and challenging academic tasks are incorporated into lessons. We have begun to develop systems to monitor, evaluate and revise the practices across the school with particular attention to the expectations of CCLS.

The 2013-2014 School Survey indicates an overall 97% satisfaction rate with the instructional core at P.S. 64, from both teachers and parents.

**Needs :**

The 2014-2015 Quality Review Report indicates that our area of focus is indicator 2.2: Align assessments to curricula, use on-going assessment and analyze information on student learning to adjust instructional decisions at the team and classroom levels. Specifically, lesson plans and practices at PS 64 do not consistently demonstrate a clear plan for supporting various learners (ELL, SWD, student performing below and/or on grade level). Teachers do not adjust instruction at the point of the lesson to support all learners. The Quality Review report attributed this trend to the lack of consistent analysis of formative data results.

According to the 2013-2014 School Quality Guide, only 33% of our students met State standards for ELA and 39% of our students met State standards for Math. The 2014-2015 NYS Exams indicated that 32.3% of our students met State Standards for ELA which is a decrease of 0.8%; 40.6% of our students met State standards for Math, which is an increase of 3.0%

**Priority Area :**

Consistently analyze assessment data to ensure that there are entry points to the curriculum for all students.

### 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 classroom teachers will have participated in a minimum of 12 sessions of data analysis using formative assessment data to monitor, evaluate and revise at minimum two units of study for ELA/Math in order to plan appropriate entry points for all students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Administration and teacher teams will create a year-long strategic assessment calendar, indicating formative, midpoint and culminating assessments.</p>	<p>All Pedagogues</p>	<p>October 2015-February 2016</p>	<p>Data Specialist &amp; Administrators</p>
<p>Teacher teams will meet bi-monthly to analyze student data gathered from formative assessments using the “Notice and Wonder” data analysis protocol.</p>	<p>All Pedagogues</p>	<p>September 2015-June 2016</p>	<p>Data Specialist &amp; Administrators</p>
<p>Teacher Teams will develop action plans to address the needs of all students, including lowest third, ELL and Students with Disabilities; Teachers’ lesson plans will reflect modifications to the curricula based on student data from formative assessments.</p>	<p>All Pedagogues</p>	<p>September 2015-June 2016</p>	<p>Data Specialist &amp; Administrators</p>
<p>A series of professional learning sessions will be provided to teachers focused on supplemental resources and strategies that will build background knowledge and support students’ understanding of the content and vocabulary instruction aligned to CCLS.</p>	<p>All Pedagogues</p>	<p>October 2015-May 2016</p>	<p>Administrators, Staff Development Committee/Vertical Planning Committee</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.

Common Planning Time

Weekly double linkage periods for teacher team work

Instructional Resources, including technology support

Per Diem Coverages for Teacher Data Meetings

Human Resources: Administrators, Data Specialists, Staff Development Committee/Vertical Planning Team, Grade Team leaders

“Notice and Wonder” data analysis protocol

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, assessment pacing calendars indicating formative, midpoint and culminating assessments will be complete and will be utilized by all classroom teachers.

By February 2016, all grades will have analyzed at minimum two performance tasks/units of study for ELA/Math and will have made necessary revisions as indicated on curriculum maps and lesson plans.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

**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.

#### **Strength :**

2014-2015 Quality Review indicator 4.2 revealed that the school has structured professional teams that are beginning to use an inquiry approach.

#### **Need :**

2014-2015 Quality Review indicator 4.2 indicates that teachers have not yet begun to work and share practices across grades. Specifically, more work is needed to expand teacher collaboration.

#### **Priority Area :**

Establishing, developing, & implementing Professional Learning Communities with a focus on improving teacher practice in order to increase student outcomes.

### 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, all pedagogical staff will participate in cycles of Professional Learning Communities (a minimum of 2 times per month) to have a direct impact on classroom instruction as measured by a 5% improvement on teachers rated Effective and/or Highly Effective on the Advance MOTP for Danielson’s components 3b and 3c .

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Focused area for Professional Learning Communities will include a book study for teachers using <b>Thinking Through Quality Questioning: Deepening Student Engagement</b> by Walsh &amp; Sattes</p>	<p>All Staff, including paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Administrators</p>
<p>A Professional Learning Community schedule will be devised and will include all pedagogical staff, as well as paraprofessionals.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Administrators &amp; Staff Development Team</p>
<p>Professional Learning Communities will share learned practices and analyze the impact across grades.</p>	<p>All Staff</p>	<p>October 2015-June 2016</p>	<p>Administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Marvelous Monday Professional Development Block 2:20-3:40 p.m.</p> <p>Common Prep/Linkage periods</p> <p>Planning time for Staff Development Committee/Vertical Planning Team</p> <p>Individual teacher copies of text: <u>Thinking Through Quality Questioning: Deepening Student Engagement</u> by Walsh &amp; Sattes</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, all pedagogical staff will have participated in at least 10 Professional Learning Communities sessions as evidenced by attendance sheets, agendas, minutes and observations reflecting evidence of school-wide sharing of learning.

**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.

#### **Strength :**

The 2014-2015 Quality Review Report indicator 1.2 states that teacher pedagogy is informed by the instructional shifts and Danielson’s Framework for Teaching. It additionally indicates that teaching practices support some opportunities for students to be active participants in their learning, which correlates to Danielson’s component 3c.

June 2015 Advance MOTP data indicates that 85% of teachers are rated Effective (E) and/or Highly Effective (HE) for Danielson’s component 3b and 87% of teachers are rated Effective (E) and/or Highly Effective (HE) for Danielson’s component 3c.

#### **Need :**

According to the Advance Measure of Teacher Practice (MOTP) data report from June 2015, components 3b (Questioning and Discussion) and 3c (Engaging Students in Learning) are areas in need of additional support. 14% of our teachers are developing in 3b and 13% are developing in 3c. Questioning and student engagement in learning are the core of Danielson’s Framework for Teaching, so our instructional focus for the 2015 – 2016 school year is centered around components 3b and 3c.

Our 2014-2015 Quality Review indicator 1.2 revealed that there is an inconsistency with our instructional practices. Some classrooms were teacher-centered and students were not provided with authentic opportunities to share with each other or participate in conversations. This feedback directly correlates to component 3b of Danielson Framework.

#### **Priority Area :**

School leaders will nurture the professional growth of teachers in order to drive student achievement and ownership of their 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, 100% of teachers will be observed using the Danielson Framework for Teaching and receive specific actionable feedback that will result in a 5% increase of teachers rating Effective (E) and/or Highly Effective (HE) for components 3b and 3c on their Advance MOTP.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
The administrative team will review Advance data from June 2015 and continuously throughout the 2015-2016 school-year to determine which components from Danielson’s Framework for Teaching are strengths and challenges across grades in order to differentiate and modify professional learning activities based on teacher needs.	All Teachers	August 2015- June 2016	Principal, Assistant Principal
Inter-class, inter-school, and other professional learning opportunities will be made available to teachers based on need determined by observations utilizing Danielson’s Framework for Teaching, as well as by teacher request for additional support.	All Teachers	October 2015-May 2016	Principal, Assistant Principal, Lead Teachers
Administration will give verbal and written feedback based on research based strategies to support SWDs, ELLs and the students identified as the lowest third.	All Teachers	September 2015-June 2016	Principal, Assistant Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Diem coverages to allow teachers to attend intravisitations  Advance MOTP data  Schedule adjustment to meet with teachers for observations conferences  Danielson Framework											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, 50% of Advance MOTP observations will have been completed by the principal and assistant principal, indicating frequent and specific feedback as evidenced by Advance dashboard data and observations reports with specific next steps.

**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.

#### **Strength:**

2014-2015 Quality Review indicator 3.4 is an area of celebration for our school. We received a rating of well-developed, citing that parents are an integral part of the school community.

#### **Need:**

2015 Framework for Great Schools Report awarded our school a score of 54/100 for the element of *School Family-Community Ties* . More specifically, we earned only 72% for the measure of parent involvement in school.

#### **Priority Area :**

Strengthen efforts to directly engage parents in the processes of improving student 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–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.

In order to collaborate with families as partners in the learning and development of their children, we will increase opportunities for parent engagement so that by June 2016, there will be an overall increase in parent involvement at school activities as evidenced by a 10% increase in parent attendance.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parents/guardians of all students, including SWDs and ELLs, will participate in the following new parent involvement initiatives for the 2015-2016 school year:</p> <ul style="list-style-type: none"> <li>• Parents As Partners</li> <li>• Student-Led Conferences</li> <li>• Digital Literacy Program-My On Reader</li> <li>• Monthly School wide Newsletter</li> <li>• School-wide Science, Technology, Art, Physical Education Showcases</li> <li>• Improved use of school website to share resources and information with parents</li> </ul>	<p>Parents</p>	<p>Once a month beginning September 2015 to June 2016</p>	<p>Administrators Teachers Parent Coordinator</p>
<p>Parents/guardians of all students, including SWDs and ELLs, will continue their participation in the following school activities:</p> <ul style="list-style-type: none"> <li>• Meet the Teacher Night (Sept.)</li> <li>• Effective use of “Terrific Tuesday” Parent Engagement Block: Learning Opportunities for Parents</li> <li>• Parent-Teacher Conferences (November, March and May)</li> <li>• School Leadership Team</li> <li>• P.A. membership</li> </ul>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Administrators Teachers Parent Coordinator</p>

<ul style="list-style-type: none"> <li>• Bi-Weekly Parent Workshops which addresses strategies for supporting sub-groups (ELLs, SwD, Lowest Thirds)</li> <li>• Parent ESL Class</li> <li>• Literacy Night/Math Night</li> <li>• Open-School Week</li> <li>• Owl of the Month/Special Assemblies</li> <li>• Frequent Progress Reports</li> <li>• Annual Talent Show</li> </ul>			
Teachers will maintain an outreach log delineating all efforts to engage parents	Parents	September 2015 to June 2016	Teachers, Administrators, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principal, Parent Coordinator, Classroom and out of classroom teachers including cluster, ENL, and Related Service Teachers											
Parent Coordinator workshops for parents											
Partnerships with Outside Agencies and Community Based Organizations											
Supplies and Materials for showcases and parent activities											
Per Session/Per diem coverages											
Technology upgrade to support online resources											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>Title II, Part A</b>	X	<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
X	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers’ parent outreach logs will reflect that attempts have been made to engage 100% of parents in parent involvement activities .
By February 2016, parent surveys (reflection/feedback on workshops and events) will be analyzed an adjustments will be made to future offerings.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Results from BOY, MOY, EOY formative/summative assessments: TCRWP Running Records; Ready Gen Comprehension Assessments; CCLS-Aligned Performance Based Assessments  Retention history	Foundations; Targeted skill instruction; close reading of complex texts; text dependent questions; targeted vocabulary instruction; interactive writing; shared and guided reading	Small group instruction, one to one teacher support, push-in	During the school day
<b>Mathematics</b>	Results from BOY, MOY, EOY formative/summative assessments: enVisions math Beginning of Year assessments for K-2; CCLS-Aligned Periodic Assessment for grades 3-5; envisions unit tests  Retention history	Exemplar problems; Use of manipulatives, modeling with math and solving abstract problems, problem of the day, all to promote repeated exposure to new concepts and skills in order to foster mastery	Small group instruction, one to one teacher support, push-in	During the school day
<b>Science</b>	Results from end of unit assessments	Incorporation of non-fiction science books into the balanced literacy block; Increase in availability of leveled science texts; essential questions; hands on science exploration, use of Ready Gen Science aligned-texts	Small group instruction, one to one teacher support, push-in	During the school day
<b>Social Studies</b>	Results from end of unit assessments	Incorporation of historical fiction and	Small group instruction, one to	During the school day

		non-fiction history books into the balanced literacy block, use of Ready Gen social studies aligned texts; increase in availability of leveled texts in social studies; essential questions	one teacher support, push-in	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services are provided according to mandates on individual student IEP's and/or based on the recommendations for at-risk services from the PPT/SIT Team and Attendance Committee	<p>Related Services: Speech; Guidance; O/T; P/T; APE; SETSS.</p> <p>Counseling: academic and emotional</p> <p>School Psychologist: School related issues/crisis services</p> <p>Social Worker: Counseling</p> <p>School Nurse: Health, nutrition and asthma services</p>	Small group, individual	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Use New Teacher Finder to identify eligible candidates to screen, interview & conduct demo lessons.
New teachers are matched to mentor teachers for continued guidance and support in an effort to retain new teachers on staff.
New teachers will receive 6-8 weeks of individualized support from the Assistant Principal.
Team Leaders are available to provide grade specific support to new teachers.
Intravisitations allow new teachers to observe best practices and to form networking relationships with colleagues within the school.
Professional learning opportunities for new teacher focus on the implementation of CCLS and Danielson Framework for Teaching.

#### 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).
Pedagogues set measurable goals for their professional growth.
Differentiated professional development opportunities will be provided to nurture and support growth.
Pedagogues will be offered & encouraged to attend off-site professional develop opportunities through various resources
Intravisitations allow teacher to observe best practices.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

## **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.).

Open houses/orientations will be held for incoming students & their parents.

Meetings will be conducted with students residing in temporary housing.

CSE Reviews for transitioning & turning 5 students are held for parents.

Mandated services are put in place for all incoming students with IEPs.

Curriculum Night (Back to School) held in the Fall for all parents.

Monthly Parents as Partners events allow for parent involvement in all classrooms.

School Guidance Counselor supports students in overcoming transitional challenges and anxieties.

Classroom teachers hold weekly parent teacher conferences during the Terrific Tuesday Parent Engagement block.

Parent Coordinator hosts bi-weekly parent workshops to support new parents

School Implementation Team (SIT) meets bi-monthly to discuss and devise action plans for students in need of support.

Academic Intervention Services (AIS) will be provided to address academic deficiencies.

### **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.

Grade meetings are held with teachers & administration to analyze student data & plan for informal & formal assessments. Teachers are engaged in the inquiry process where they identify trends and patterns using summative

and formative assessments. Teachers then analyze assessments results to identify gaps in meeting the expectations of the CCLS and align instruction to best address student needs. Teachers work collaboratively to identify strengths and weaknesses across the grade. Teachers use conference notes, teacher-created assessments, program assessments and observation to determine revisions on the curriculum maps. Small group targeted instruction are determined based on these multiple lenses. Progress monitoring is conducted in all subject areas

On-going differentiated professional development will be provided focusing on assessment tools being utilized for monitoring student progress.

Staff Development Committee/Vertical Planning Committee meets regularly with administration to allow teachers to have a voice in instructional decisions.

Teacher Inquiry Teams will share the impact of their work with the school community so that best practices can be replicated.

MOSL Committee decides on the selection of the MOSL assessments.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (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	294,616.00	X	Sections 5a, 5c, 5d, 5e
Title II, Part A	Federal	190,667.00	X	Sections 5a, 5c, 5d, 5e
Title III, Part A	Federal	12,476.00	X	Sections 5a, 5c, 5d, 5e
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,158,488.00	X	Sections 5a, 5c, 5d, 5e

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

**PS 64Q-The Joseph P. Addabbo School -Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 64 –The Joseph P. Addabbo School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 64 –The Joseph P. Addabbo School** will support parents and families of Title I students by:

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

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

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

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

- holding an annual Meet the Staff Night;
- 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 regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

#### **PS 64Q : School-Parent Compact (SPC)**

**PS 64 –The Joseph P. Addabbo School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Joseph P. Addabbo PS64</u>	DBN: <u>27Q064</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ After analyzing the NYSESLAT and NYSITELL data, NYS ELA and NYS Math scores and TCRWP Benchmarks, we determined that PS 64 will implement an after school program to provide additional support for our present and former English Language Learners. Approximately 50 ELLs in grades 3, 4, and 5 will be targeted for differentiated, small group instruction by NYSESLAT levels. The program will be taught by our four NYS certified ESL teachers. The after school program will take place from December 3, 2014 to April 16, 2015 for 32 sessions. It will be from 2:20-4:00pm (1 hour 40 minutes session) every Wednesday and Thursday in English, with one session dedicatd to ELA and the other for Math. A supervisor will not be hired through Title III funds to oversee the program exclusively. There will be an AIS afterschool program that runs concurrently with the ELL afterschool program therefore a superviosr will be available to coordinate and support both programs. To prepare our ELL students for the NYS ELA and Math exams, Ready NY ELA and Math Workbooks will be purchased using Title III funds to be used exclusively for the duration of the ELL afterschool program. Our school data shows that our ELLs made a slight gain in ELA (+1.6) but made a significant drop in Math (-7.0). Math manipulatives will be used as well as technology-based learning including World Book, Smart Boards and laptops to further differentiate instruction. Bilingual resources (glossaries and dictionaries) will be purchased to support of ELLs in Grade 3-5.

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ The push-in model of instruction is intended to support all our ELL students. Common planning time is afforded to ESL teachers and their collaborative partners. This is necessary for all staff members as they are all teachers of ELLs. Professional development sessions are used to align our curriculum to the Common Core Learning Standards. ESL teachers and their collaborative partners meet to plan for instruction and to infuse ESL methodology and strategies into the curriculum. Ongoing professional development will be conducted throughout the school year during the Monday Professional Devvelopment Block. These sessions will be conducted by our ESL teachers, Administrators and outside providers. These Professional Learning sessions allow the ESL teachers and classroom teachers to plan collaboratively. ESL teachers will also attend weekly grade level team meetings to participate in the inquiry process of looking at student work to note implications for improving their professional practice. Additionally, teachers will attend professional development sessions and conferences offered by the Office of English Language Learners, CFN Network 211, as well as other educational organizations. Documentation of staff development sessions for ELLs conducted within our school is maintained through sign in sheets and professional development agendas Teachers attending these workshops will turnkey the information to other staff members. The following is a list of Professional Development Conferences the ESL teachers will attend:  
Ready Gen Training  
Universal Design for Learning (UDL)

### Part C: Professional Development

[Danielson's Framwork For Teaching](#)

[Reading and Writing for ELLs, Scaffolding for Non Fiction Success\(series of two\)](#)

[CCLS Math Institute for Elementary Teachers of ELLs\( series of four\)](#)

[Understanding Linguistic, Cultural and Academics of ESL/Bilingual Students with Disabilities](#)

[Developing Writing Skills for ELLs and Students with Disabilities](#)

[NYSITELL Training](#)

[Instructional Classroom Strategies for ELLs and Students with Disabilities](#)

[Non Fiction Writing for ELLs](#)

[Administering and Scoring the NYSESLAT](#)

### 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: \_

[Our bilingual Parent Coordinator in cooperation with the classroom teachers and parent volunteers, send home notices translated into three languages: English, Bengali and Spanish. This will foster a sense of security with the family and help them feel comfortable and confident in communicating with our school. In September, the Parent Coordinator sends out a Parent Needs Survey. Based on that Survey, we have scheduled the following workshops:](#)

<u>Workshop</u>	<u>Presenter</u>	<u>Month</u>
<a href="#">Homework Help K-2</a>	<a href="#">ESL Teachers</a>	<a href="#">September</a>
<a href="#">Homework Help 3-5</a>	<a href="#">ESL Teachers</a>	<a href="#">October</a>
<a href="#">Foundations Workshop K-2</a>	<a href="#">Marla Goldstein, ESL Teacher</a>	<a href="#">October</a>
	<a href="#">Kim Green, AIS Teacher</a>	
<a href="#">Title I Meeting</a>	<a href="#">Elizabeth Mitchell, Principal</a>	<a href="#">October</a>
<a href="#">Breast Cancer Workshop</a>	<a href="#">Child Health Plus</a>	<a href="#">October</a>
<a href="#">ESL Classes for Parents (2x weekly)</a>	<a href="#">Ines Gronda, Parent Coordinator</a>	<a href="#">Oct-June</a>
<a href="#">Middle School Process</a>	<a href="#">Elena Chin, Guidance</a>	<a href="#">October</a>
<a href="#">Nutrition Workshops (6 weeks)</a>	<a href="#">Cornell University</a>	<a href="#">Oct-Jan</a>
<a href="#">Aris Parent Link</a>	<a href="#">Iris Cueto-Anglarill, ESL Teacher</a>	<a href="#">November</a>
<a href="#">Asthma Workshop</a>	<a href="#">Child Health Plus</a>	<a href="#">November</a>
<a href="#">Keep Tracking</a>	<a href="#">Dial A Teacher</a>	<a href="#">November</a>
<a href="#">Depression and Anxiety</a>	<a href="#">Elena Chin, Guidance</a>	<a href="#">November</a>
<a href="#">What Is Thanksgiving?</a>	<a href="#">Rosalie Falco, ESL Teacher</a>	<a href="#">November</a>
<a href="#">The Write Stuff</a>	<a href="#">Sylvan Learning Center</a>	<a href="#">December</a>
<a href="#">Stress Management</a>	<a href="#">Child Health Plus</a>	<a href="#">December</a>
<a href="#">Holiday Customs &amp; Crafts</a>	<a href="#">Ines Gronda, Parent Coordinator</a>	<a href="#">December</a>
<a href="#">Middle School Application</a>	<a href="#">Elena Chin, Guidance</a>	<a href="#">December</a>
<a href="#">Math Games K-2</a>	<a href="#">Rosalie Falco, ESL Teacher</a>	<a href="#">January</a>
<a href="#">From Stress to Success</a>	<a href="#">Sylvan Learning Center</a>	<a href="#">January</a>
<a href="#">Heart Disease Workshop</a>	<a href="#">Child Health Plus</a>	<a href="#">February</a>
<a href="#">Valentine Customs &amp; Crafts</a>	<a href="#">Ines Gronda, Parent Coordinator</a>	<a href="#">February</a>
<a href="#">ELA Exam Workshop</a>	<a href="#">Principal/Asst. Principal</a>	<a href="#">March</a>
<a href="#">NYC School Survey</a>	<a href="#">Ines Gronda, Parent Coordinator</a>	<a href="#">March</a>

### Part D: Parental Engagement Activities

NYS Math Test Success	Principal/Asst. Principal	March/April
Healthy Child Workshop	Child Health Plus	April
Understanding the NYSESLAT	ESL Teachers	April
Culture Festival	Kindergarten	May
Family Math Night	Staff	May
Immigration Research and Celebration	Grade 4	June
Transition from Elementary to Middle School	Elena Chin, Guidance	June
Summer Safety	Child Health Plus	June

At each activity, the Parent Coordinator attends to orally translate into Spanish. We also have parent volunteers who orally translate into Bengali. All workshops are listed on our monthly calendars and school website. Additionally, parents are notified about all activities through notices sent home via student backpacks. Throughout the year, documents requiring translation are forwarded to the Parent Coordinator and the DOE Translation Unit.

The DOE telephone Translation Unit is utilized during conferences requiring Urdu, Mandarin, Pashto, or Arabic translations. Our Parent Coordinator greets all K-1 arriving students each morning at our school entrance. She calls parents at home and extends personal invitations to some targeted students for Workshops and/or special events.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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



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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>27</b>	Borough <b>Queens</b>	School Number <b>064</b>
School Name <b>The Joseph P. Addabbo School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Elizabeth Mitchell</b>	Assistant Principal <b>Kim Gori-Rizzo</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Elena Chin</b>
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Inez Gronda</b>
Related-Service Provider <b>Carol Delgaudio (Speech)</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Mary Barton</b>	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>670</b>	Total number of ELLs	<b>172</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	------------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	108	<b>Newcomers</b> (ELLs receiving service 0-3 years)	105	<b>ELL Students with Disabilities</b>	9
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	105	0	6	3		3	0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

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

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	8	7	4	7									0
Chinese														0
Russian														0
Bengali	25	10	11	7	5	10								0
Urdu	1		1	2										0
Arabic					1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1	0	0	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	10	5	2	0	3	0								0
<b>Emerging</b> (Low Intermediate)	9	3	1	0	1	1								0
<b>Transitioning</b> (High Intermediate)	7	0	4	0	1	3								0
<b>Expanding</b> (Advanced)	9	11	10	11	4	9								0
<b>Commanding</b> (Proficient)	0	22	4	1	0	5								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	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	22	14	11	7	6								0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	1	5	3	4	2	2	0	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.
  - The assessments used at the school-level are TCRWP, Fountas and Pinnel guided reading levels, Foundations, and informal assessments. After careful analysis of this data ESL teachers are able to determine sight word recognition, letter and sound identification, individual reading levels, reading fluency, decoding and spelling skills, and concepts of print mastery. In addition, all grades will be administering Ready Gen baseline as our RTI universal screener. This will help grade teams determine student instructional needs and establish starting points for learning. The TCRWP and Foundations data helps teachers make instructional decisions targeting student individual needs, such as; grouping students according to skill and reading levels, providing AIS to those students who are performing below grade level during the school day. As well as during extended day programs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Overall 64 Kindergarten students were tested with the NYSITELL, 30 of these students scored at the commanding level. The remaining newcomers in Kindergarten tested with the NYSITELL showed an even split of proficiency levels, with 16 students at the entering and emerging level and the other 18 at the transitioning and expanding level. This data reveals that 1/2 of the incoming kindergarten students are entering school with some language skills. Students in grades 1-5 tested with the NYSITELL scored at the entering and emerging level. Out of 17 students only 3 scored at the transitioning level. This information tells us that students in the higher grades will require more support. The analysis of the NYSESLAT proficiency levels help us to determine the areas of strenghts and weaknesses of our ELLs in all grades. NYSESLAT data demonstrates that we have a minimal amount of transitioning students, with a total of 15 amongst all 6 grades. In grades K,1,2,3 and 5 there are between 9 and 11 students at the expanding level. However, in grade 4 the number was a low 4 students. The majority of our commanding students are in grade 1 with a total of 22 students. The other 10 commanding students are interspersed among 2 nd , 3 rd and 5 th grade. This data shows us that last years Kindergarten students demonstrated the most strides.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

Paste response to question here:
- For each program, answer the following:

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

a. NYSITELL and NYSESLAT results indicate the majority of the students are scoring at the Expanding level. The majority of our ELL population fall within grades K -2. Ells in grades 4 & 5 who were administered the NYS Math exam either with a translated version or a translator scored below grade level. In the NYS Science exam the 4 th graders faired better with two out six students taking the test in their HL or through a translator scored a 3, the others scored below grade level.

b. During the 2014 -2015 school year, PS 64 did not administer the ELL periodic assessments.

c. N/A

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*.]

Within the K -2 grades the Foundations program is used to instruct decoding and comprehension skills school wide. There are unit assessments to inform the classroom teachers of the students' mastery. Students not meeting required percentiles are deemed in need of RTI. The classroom teacher will reteach the skills to those students until they are mastered. The AIS provider offers double-dose (re-teaching) of skills, in small group out of classroom instruction, to those who have not mastered the skills. In grades 3-5 students performing below two grade levels in reading, as per TCWRP independent reading levels, are identified as in need of reading intervention. The SETTS provider uses the Wilson Reading System to support struggling readers. These students are assessed after each unit for mastery of concepts. Results are used to re-teach concepts and form new groups according to mastery or non-mastery. In grades K-5 ESL teachers form ELL groups according to language ability and incorporate targeted skills as per assessment results in daily lessons. For each lesson, exit slips and checklists are used to gather data and guide instruction. Classroom teachers and ENL teachers create flexible groups for each lesson according to students' abilitiies. ESL teachers examine student achievement at classroom levels and we draw on multiple sources of information including classroom teacher, ELL teacher, and child's PBA's. We analyze data through a language acquisition lens, then both ENL and classroom teachers design and implement targeted supplemental supports. Over time we monitor student's progress.

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

We consider each child's new language development by differentiating instruction according to proficiency level. We further differentiate according to modality analysis. ELL reading levels are also considered when grouping students. In grades 3-5 beginner ELLs are provided native language support by peers and staff when available and as needed. ESL teachers offer extra support through the use of pictures, vocabulary enrichment, picture dictionaries and content area glossaries.

Performance on the Spanish LAB is used to determine the student's language proficiency in their L1. This data is used to determine literacy skills in their first language in order to target deficient literacy skills. This further allows ESL teachers to group students at appropriate skill levels. ELL reading levels are also considered when grouping students. During the parent interviews ELL teachers are able to determine how much exposure to English the children have at home, and if they have been exposed to English previous to enrolling in our public school. We also learn how much support they are able to receive at home from family members, and how involved parents are in supporting the development of their second language.

7. For dual language programs, answer the following:

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

PS 64 does not have a dual language program.

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

We primarily evaluate the success of our ESL Program based on the scores our students receive on the NYSESLAT, and students moving one or more proficiency levels or individual modalities. Success is also measured through movement of TCRWP reading levels throughout the school year. We also review benchmarks and State test scores to inform instruction for the following year. This year we will continue the use of several computer programs such as; A-Z Reading, MyOn, and Read Naturally to aid our ELL students. Improvement on State tests are also indicators of achievement.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

1. All parents of new public school enrollees in New York City are required to complete a Home Language identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency.

Within the first 10 days of enrollment, in compliance with the New York State identification process, parents complete the HLIS in their preferred language through an informal interview with any of the four ENL teachers in order to determine student eligibility for LAB-R administration. The interviews are conducted in Spanish as needed. Four ENL certified teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Spoto administer the NYSITELL once these students are identified by the HLIS. In accordance with ASPIRA Consent Decree to inform placement, those students with Spanish as their home language are also administered the Spanish LAB. The Spanish LAB is administered by one of the four ENL teachers, Iris Cueto-Anglarill, who is bilingual. Spanish LABs are hand scored and students are placed in classrooms according to proficiency levels. Results are reviewed by the Principal and Assistant Principal, in addition to the certified ENL to determine the programs and services for each eligible student. The parents of students scoring below proficiency cut scores are then invited to a parent orientation with a written letter in their NL where they will view the Orientation Video for Parents of Newly Enrolled English Language Learners, in their preferred language. They are also provided with brochures to supplement the information from the video. The parents then complete the Parent Survey and Program Selection form. All students receiving ENL services are administered the NYSESLAT in May. A team of teachers led by the 4 certified ESL teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Spoto administers this test. The speaking portion of the test is administered to each student individually. The listening, reading and writing portions of the test are administered in separate sessions by the 4 ESL teachers and classroom teachers. All eligible students are tested based on the information obtained from the RLER report. Once the results are received, the Principal, Assistant Principal and the ESL teachers review the data contained in the RLAT to determine class placement for the upcoming year based on scores received on the NYSESLAT. Placement is made according to the five proficiency levels.

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).

PS 64 uses resources for schools with students with interrupted formal education from the Department of Education intranet. All ENL teachers view the "Meeting the Challenge" video to meet our ELL/SIFE students' academic and socio-emotional needs. PS 64 is committed to improving SIFE's learning environment. The Oral Interview Questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS) are administered to each student in their native language.

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).

PS 64 has created a language proficiency team, which consists of the principal, the special ed coordinator, an ENL teacher, and the speech and language provider, a parent or guardian and translator as needed. The esl teacher will hold a meeting with all participants to determine whether student should be administered the NYSITELL. Upon determination the parent is notified and the child is tested when so determined.

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.

After the NYSITELL is scanned and the score is determined, each eligible student receives an entitlement letter in his/her native language within 5 school days. This NYCDOE letter invites parents to the Parent Orientation. These letters are maintained in the student's cumulative folder. In addition, a copy of the form is made and kept in the ENL office in the ENL Folder of Critical Documents.

Any student who tested out of the NYSITELL received a non-entitlement letter (Appendix E) due to the fact the NYCDOE did not create a 2015 version. Copies are filed in the cumulative folders and ENL folder of Critical Documents.

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

Parents are informed through the NYCDOE entitlement letter in their native language. This letter is sent home within the first 10 school days, after the ELLs are identified. On page 2 of the Entitlement letter, paragraph 2, it states "If you feel your child's ELL status should be reviewed and/or reassessed, contact [Person's name] at [Number] at your earliest convenience to further discuss this matter. You must make this contact within 45 days of your child's enrollment in school if you want your child's ELL status to be reviewed or reassessed." At the Parent Orientation, all questions or concerns parents may have are addressed with a translator.

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 students are identified and NYSITELL tested, within the first 5 calendar days after orientation, parents are invited to a parent orientation. During the Parent Orientation, we require parents to watch the video in their native language. Additionally, there are translators and ENL teachers to clarify the three program choices. Parents are encouraged to ask questions for further explanation of the three program choices, and translators answer according to graphics shown on video.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ENL teachers schedule multiple Parent Orientations to allow parents more than one opportunity to attend. If parents cannot attend, the ENL teachers meet them outside at dismissal and/or schedule a personal Parent Orientation on a Tuesday during Parent Engagement time. After surveys are completed and returned, the ENL teachers create a chart detailing parent choice by grade and language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
If the parent does not return the selection form within 5 school calendar days, the student is placed in ENL. All of the attempts to contact parent via NYCDOE standard parent notification letters, phone calls with translator, one on one meetings during parent engagement Tuesdays and approaching parents at dismissal are documented by the ENL teachers. Logs of all attempts to contact parents are kept in the ENL office, along with copies of letters sent home in child's NL.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the student's program has been determined, PS 64 sends parents a placement letter in the parents' preferred language indicating the program in which their child has been placed. Copies of the placement letter are then placed into the child's cumulative folder and in the ELL Folder of Critical Documents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All letters listed below are copied, sent home and kept in the ELL Folder of Critical Documents in the ENL room. A second copy of the following letters-HLIS, Parent Survey and selection Form, Program Placement Letter, Entitlement Letter, Continued Entitlement Letter, Non Entitlement Letter are placed into each students cumulative folder.
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.  
Each year, the four ESL teachers, Iris Cueto-Anglarill, Marla Goldstein, Denise Spoto and Rosalie Falco meet with the principal to schedule the administration of all sections of the NYSESLAT to all ELLs. Each of the ENL teachers individually administers the speaking portion of the test to the ENL students in our building. Then sessions are scheduled on separate days for each of the remaining in three sections, listening, reading and writing. The sessions are administered by grade with the ENL teachers and additional general education teachers acting as proctors. If a student is absent for a portion of the test, every effort is made to administer a make-up.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
PS 64 sends parents the appropriate letter in the parents' preferred language indicating continued entitlement or transitional support. Copies of the letters are then placed into the child's cumulative folder and in the ELL Folder of Critical Documents.
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).  
Parents have requested ENL as their first choice most often at PS64. After reviewing the current parent surveys, we have noticed an increase of selection for DL and/or TBE. In 2015-16 school year, 10 parents chose DL Bengali in both grades K and 1. The ENL program at PS64 is aligned with parent requests. Parents have the right to transfer to another school that has the program the parents request as per Aspira. The ENL staff will research and offer a choice of schools that the student may transfer to so he may be placed in the program of parental choice.

## 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.

PS 64 utilizes a free standing ESL program. All classes are heterogeneously grouped in a combination of Integrated and Stand-alone programs. Emerging and entering students are serviced 360 minutes a week. Transitioning and expanding students are serviced 180 minutes a week. Commanding students Students are grouped by grade. ENL teachers work in collaboration with classroom teachers to provide language acquisition and vocabulary support. The classroom and ENL teachers collaboratively look at data collected and the ENL teacher and the classroom teacher set goals for each student. ENL teachers meet with classroom teachers on each grade to give input to curriculum mapping sessions.
  - 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)?

Integrated periods will be allotted during class-ELA instruction. P.S. 64 ENL teachers collect data from ATS reports such as the R-LAT and the NYSITELL to identify each students mandated number of instructional minutes according to their proficiency levels. The four ENL teachers service students in two contiguous grades according to their proficiency levels. Stand alone and integrated periods will be scheduled as mandated ENL and ELA instructional minutes are delivered by ENL teachers who meet staffing requirements. Four ENL teachers are ESOL certified with three holding common branch certifications. The integrated program model is provided to all students according to their mandated minutes of service. Entering and Emerging Students will receive 4 minutes of intergrated insturection per week as well as four units of stand alone instruction admintered by a certifies ESOL teacher. Transitioning and expanding students will receive two unis of integrated instruction and one to two units of stand-alone as determined by student need. Commanding students will receive two units of integrated content area support. HLA instructional minutes are provided according to student need through available staff who speak the required native language when available; through utilization of the interpretation unit and peer support.
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.

PS 64 uses the ESL program model. Core content is delivered using English as the primary language of instruction with some native language support when translations or interpretations are available. In each grade level students are grouped with peers of the same native language who are bilingual and support the ELL student in communicating ideas, both vervbally and in written form. Integrated ENL is delivered through a push-in and pull-out model depending on students' proficiency levels. Integrated ENL is delivered by dually certified ENL/common branch teachers or utilizing a push-in model with certified ENL teachers in a co-teaching model with a classroom teacher. These models emphasize content area instruction through English language development. Stand-alone ENL instruction is delivered by a certified ENL teacher in a pull-out model emphasizing English language acquisition and vocabulary support. ENL teachers and classroom teachers are provided common preparation periods allowing them to work collaboratively to plan content area instruction using ESL methodolgies through picture support, peer support, and technology following the Integrated and Stand-alone model. Out students come from diverse backgrounds with English being the common language, therefore English is the language of instruction. Tasks are enriched with academic English language development resources such as; library resources in the home language and technology.and strategies; ensuring curricular alignment.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The Spanish LAB-R is administered to incoming students speaking in Spanish. Translators are hired for the NYS Math and Science exams for those students whose native language is not supplied with written translations. Translations which are available in the native language are supplied in written form for those students who need them.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The school ensures that ELL's who scored low in the speaking modality participate in daily group discussions during classroom activities and ENL Instruction. Ell's are periodically evaluated for reading with the TCRWP and the Fountas and Pinnel benchmarks. In grades K-2, writing is evaluated through the Foundations units and Performance Assessments. In grades 3-5 writing is evaluated through Performance Assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status
- a. N/A
  - b. Newcomer instruction is differentiated by using more picture support, realia, dictionaries, smartboard hands-on interactions and native language support with help from peers. TPR instruction and Jazz Chants are added to facilitate language acquisition.
  - c. Instruction is further differentiated to include all of the above with additional supports. These supports include, MyON, Starfall, Read Naturally, leveled readers, and leveled daily writing instruction.
  - d. Currently PS 64 has only two long term ELL students in the fifth grade. Both students have an IEP and receive extra support from Special Education providers in collaboration with ENL teachers.
  - e. Former ELL students receive continued ENL support for 90 minutes of integrated ENL instruction per week. Instruction is provided in content areas. These students also receive testing accommodation as per CR Part 154.
- 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.
 

P.S 64 have established protocols and assigned trained staff to manage the reidentification process if needed. In the event of a request for an appeal the school will follow these guidelines to ensure the student academic progress has not been adversely affected: The ENL teacher along with the classroom teacher and any other qualified related staff will review student body of work to determine needed level of support.
- 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?
 

Instructional strategies used for the ELL-SWDs include visual support such as pictures, big books, vocabulary charts, manipulatives for math and the use of the Foundation and Wilson programs. In addition, small group instruction is used focusing on different learning styles-tactile, auditory and visual. Technology used includes MyOn, Starfall.com, Read Naturally and smart-boards.
- 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?
 

ENL teachers push into ICT classes after collaborating with the classroom teachers. ENL teachers push in to work with ELL-SWD's receiving SETSS during the school day. The nature of an ICT class allows for flexible programming and flexible grouping so that all children are in mainstream situations for most of the day.

Chart

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

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

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

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



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

Chart

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

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

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

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

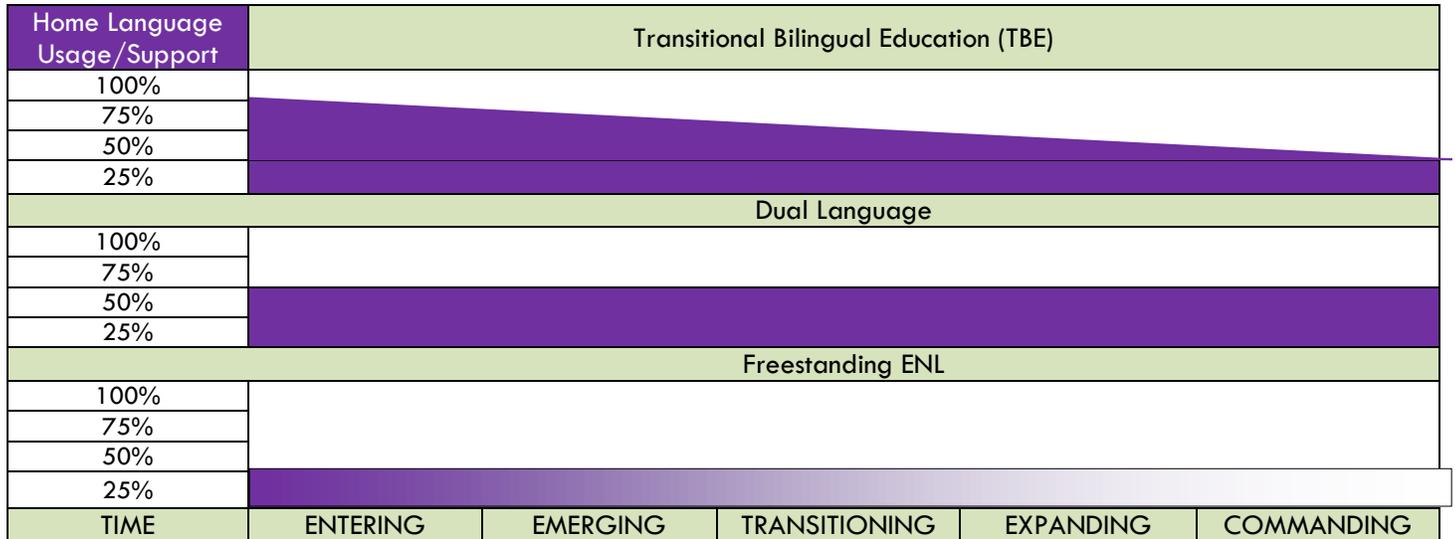


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All intervention programs are offered in English at PS 64. As per Title III, we offer an ENL afterschool program for ELLs in ELA and math. This program targets ELLs in grades 3-5 in all proficiency levels. PS 64 incorporates RTI services for struggling students. In Tier- I services are provided through classroom instruction with integrated ENL support, which includes scaffolding and differentiation. Tier II - AIS pull-out support is provided with an intervention specialist as determined by the Student Intervention Team. An ENL afterschool program is implemented for grades 3-5.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of the ENL program at PS 64 is evidenced by the high test-out rate on the NYSESLAT and the advancement of proficiency levels across grades.
12. What new programs or improvements will be considered for the upcoming school year?  
We have just implemented the MyOn reading program to improve the fluency and comprehension of our ELLs. The new CR Part 154 mandates including the Integrated and Stand-alone models will be utilized.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students in grades 3-5 are invited to the afterschool program for ELA and Math. All students in grade 3 are invited to learn to play the recorder and are afforded the opportunity to perform at Carnegie Hall. All students in grades 3-5 are invited to audition for the Young People's Chorus. There are ELL students in grades 4 and 5 on the Student Council.
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.  
Classrooms with smartboards support ELLs with visuals and auditory support. Small group guided reading lessons are tailored to ELLs with F&P leveled books. Rigby's On Our Way to English guided reading program is used. MyOn and Read Naturally computer programs support ELLs comprehension and decoding skills. Envisions math program videos are shown to explain the current concept, along with manipulatives to help students. Hands on science experiments are incorporated into the curriculum.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In ENL, home language is supported in different ways. Ms. Cueto-Anglarill speaks fluent Spanish, so she translates academic language as needed. Some students have a NL buddy in their classroom. ENL teachers utilize translation services and various internet translation websites to support HL during academic lessons.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All services and resources are appropriated from TCWRP reading levels of ELL students. The ENL teachers utilize resources that best meet student needs according to their reading levels, as well as proficiency levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
New parent orientation meetings are held, as well as outreach supplied by our parent coordinator Ines Gronda. We also offer transitioning support from our guidance counselor Elena Chin.
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)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
All four ENL teachers attend PD given on Monday as per contract. In addition, all ENL teachers participated in the CR Part 154.2 webinar. Mrs. Falco (SDC member) will attend PD given by district and turnkey to the other three members of the ENL Team. P.S. 64 ensures that all teachers are provided with the allotted 15% of required professional development hours which are dedicated to language acquisition. In addition, 50% or more of the required professional development hours for ENL teachers will be dedicated to integrating language and content instruction for English language learners. Calendar of PD dates for the current year are yet to be determined awaiting availability and specified dates. General allotted times include one monthly BFSC, which ENL coordinator will turnkey at Monday PD blocks. We are in the process of forming Professional Learning Communities to collaboratively discuss and implement reading strategies for all students, including ENL students.
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?  
All four ENL teachers attend PD given on Monday as per contract. P.S. 64 ensures that all teachers are provided with the allotted 15% of required professional development hours which are dedicated to language acquisition. In addition, 50% or more of the required professional development hours for ENL teachers will be dedicated to integrating language and content instruction for English language learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Mrs. Elena Chin, school guidance counselor, assists fifth grade students with the Middle School transition process. All ENL teachers working with 5th grade students provide the Guidance Counselor with data relating to ELLs. This may include NYSESLAT levels, testing accommodations, benchmark reading levels, oral language proficiency and general academic performance data.
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.  
ENL teachers will attend professional development workshops offered by DELs, and will turnkey the PD's to all teachers during the Monday professional development block. Mrs. Falco, as an SDC member, will attend PD's given by district and turnkey to the other three members of the ENL team and entire staff. Sign-in and attendance sheets as well as an agenda of the workshops are kept in the Principal's office for record keeping.

### C. Parental Involvement

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

ENL teachers will use Parent Engagement Tuesdays as an opportunity to meet with individual parents. At this time, the ENL teacher will discuss goals of the ENL program, results of their child's NYSITELL/NYSESLAT, and language development in all content areas. Ms. Cueto-Anglarill will conduct bilingual Spanish/English conferences. All other languages needed will use the telephone translation services. The ENL teachers have created a parent engagement log to keep track of all individualized meetings and discussions held within.

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.

For each meeting with a parent, teachers complete a Parent Engagement Record Sheet. This sheet includes date, time, engagement activity, and parent signature. For phone calls, a log is kept on the same sheet. Translators are utilized through the translation unit for written letters as well as phone calls. According to the parents' choice of language, as indicated on their HLIS's parent information section, the parent coordinator contacts individual parents who speak English and Spanish, to invite parents to scheduled meetings. With the assistance of the security guard parents who speak Bangla or Urdu are contacted to attend meetings. Meeting times and discussion topics are logged on to Parent Engagement logs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELL students are members of our school leadership team, are active members of our parent association, are invited to school performances such as our yearly talent show, the chorus show and all school assemblies honoring student achievement. Parents are also invited to participate in class trips, cultural food festivals held by kindergarten and 4th grade. A family literacy and a family math night are held yearly. The translation unit provides us with translated flyers advertising all special activities. All meetings offer translation in Bangla and Spanish through trained parent volunteers and staff. Kindergarten orientation is orally translated in Bangla and Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the following organization to provide family workshops: Help Plus, Cornell University, Head Smart NYC, FDNY-EMS and Sylva Learning.

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

Mrs. Ines Gronda, Parent Coordinator sends out parent surveys to evaluate the needs of the parents. Specific workshops targeting parents of our ELL students are presented by our ENL teachers. Examples of these workshops include, ESL parent orientation, helping your child with homework, the importance of reading to your child and taking a trip to the library to provide library cards.

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

Our parent coordinator, Ines Gronda provides many workshops for parents throughout the school year. Ms. Gronda offers ESL classes for parents. After analyzing the results of the parent survey workshops are offered according to needs. Some workshops include: Breast Cancer Awareness, Avoiding the Report Card Surprise, CCSS, Title I Meeting, Asthma Workshop; Stress Management, Holiday Arts and Crafts, Head lice Workshop, Third-Fourth and Fifth grade ELA and NYS Math Exams Workshops, Foundations Workshops, How to Raise Financially Responsible Children; The Transition from Elementary to Middle School and Nutrition Workshop series.

### 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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Mitchell	Principal		10/9/15
Kim Gori Rizzo	Assistant Principal		10/9/15
Ines Gronda	Parent Coordinator		10/9/15
Rosalie Falco	ENL/Bilingual Teacher		10/9/15
	Parent		1/1/01
Marla Goldstein	Teacher/Subject Area		10/9/15
Iris Cueto-Anglarill	Teacher/Subject Area		10/9/15
	Coach		
	Coach		1/1/01
Elena Chin	School Counselor		10/9/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Denis Spoto	Other <u>ENL Teacher</u>		10/9/15
Carol Delgaudio	Other <u>Speech Teacher</u>		10/9/15
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015**

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

DBN: **27Q064** School Name: **Joseph P. Addabbo**

Cluster: **2** Network: **211**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We looked at the data in ATS which records the languages spoken in the homes of our students. Data in ATS was taken from home language surveys. According to the RHLA 28.9 % or 188 parents indicate home languages are Bangla, 41.4% or 269 parents indicate home languages are English and 15.7% or 102 parents indicate home languages are Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have determined that the three major languages spoken by parents of students are English, Bengla and Spanish. Our translation needs will be in the languages of Bengali and Spanish Parents have been advised on our website, at PA meetings, through letters home and during parent orientation meeting, that translations are available for notices sent home. At all PA meetings, parent coordinator workshops, parent engagement Tuesdays and ENL workshops interpreters are available.

**Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All important notices sent home are translated into Spanish and Bengali. We use the Translation and Interpretation Services to ensure that these documents are translated in a timely fashion. If we need to translate something with time constraints we use a parent volunteer or our School Safety Agent for Bengali and the Parent Coordinator and an ENL teacher to translate in Spanish.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpreters are provided at all parent-teacher report card conferences. We use a combination of outside contractors (Legal Interpreting or The Big Word) and in-house translators. Languages translated include Bengali, Spanish, Urdu and Arabic. We have staff members who speak Spanish. At all Parent Association meetings and ENL parent orientation meeting and workshops, translators are provided by in-house school staff and parent volunteers. When we need to communicate with parents about a specific incident we use in-house staff, parent and student volunteers.

We use the New York City Translation Unit telephone service for individual parent meetings.

We also provide oral translations for our students in Bengali and Arabic for the NYS Mathematics and Science tests by hiring an outside translation service..

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We have visibly posted signs indicating that interpretation services are available. They are posted by the security desk located in the main lobby, in the Parent Coordinators office and in the main office. When notices are sent home to parents about parent/teacher conferences, we ask if they require a translator to be present at the conference. All ENL related materials are printed from the New York City intranet website in the targeted languages as indicated by parents' preference on the home language survey.