

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **24Q077**

School Name: **I.S. 077**

Principal: **JOSEPH MILLER**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: IS 77 School Number (DBN): 24Q077
Grades Served: 6-7-8
School Address: 976 Seneca Ave
Phone Number: 718-366-7120 Fax: 718-456-9512
School Contact Person: Joseph Miller Email Address: Jmiller2@schools.nyc.gov
Principal: Joseph A. Miller
UFT Chapter Leader: Maryann Venneri
Parents' Association President: Martha Carpio
SLT Chairperson: Rosalia Nolen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madalene Chan
Superintendent's Office Address: 98-50 50th Ave Corona NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718 592-3357 Fax: 718 592-3770

Borough Field Support Center (BFSC)

BFSC: 603 Director: Lawrence Pendergast
Director's Office Address: Queens Plaza North
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-828-5488 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joseph A. Miller	*Principal or Designee	
Maryann Venneri	*UFT Chapter Leader or Designee	
Martha Carpio	*PA/PTA President or Designated Co-President	
Madelyn Ramirez	DC 37 Representative (staff), if applicable	
	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>	
Carmen Resto	CBO Representative, if applicable	
Stephanie Dale	Member/ Parent	
Melody Ramos	Member/ Parent	
Marysol Medina	Member/ Parent	
Peter Caccioppoli	Member/AP	
Rosalia Nolen	Member/ Teacher	
Gregory Nolen	Member/ Teacher	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our Mission: The school's mission is for all students to realize their potential and become lifelong learners who assume leadership roles in their communities and in their futures. Our school strives to provide an academically rigorous program within a safe, nurturing learning community that cultivates the diverse needs, interests and skills of the individual. We believe that we can achieve this mission only with the cooperation of the parents/families, students, staff, and community partners.

Intermediate School 77, located in Ridgewood, Queens, was formerly designated as an America's Choice Model School, an honor bestowed upon only ten middle schools throughout the United States. This sixth to eighth grade school serves a population of approximately 1,093 students. The majority of the students are Hispanic (74%), while the remainder of the student body is Asian (5%) and Caucasian (5%). Our English Language Learners comprise 20% of our school population.

The motto of IS 77, "A Family of Learners," illustrates the commitment of the faculty and staff to pursue ongoing professional development in order to provide the most current research-based instruction available.

The faculty and staff have participated in a number of initiatives such as Quality Teaching for English Language Learners (Q-TEL), Expediting Comprehension for English Language Learners (ExC-ELL), Kate Kinsella's Academic Vocabulary Toolkit (AVT), and Collaborative Strategic Reading (CSR). These initiatives have enabled the staff to incorporate best practices in teaching for our sizeable population of English Language Learners. Since many of our students reside in homes where English is a second language, these practices have become invaluable tools for teaching all students.

Our parent coordinator holds monthly lunch and learn workshops for parents in English, as well as in Spanish. Some topics include Cyber-bullying, Understanding the Common Core Learning Standards, and other topics addressing the academic, emotional and social well-being of our students.

IS 77 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school should expand beyond traditional teaching and learning. In addition, our school has maintained an ongoing relationship with P.S. 239, one of our feeder schools. Our sixth graders visit first grade classes at P.S 239 to teach the younger students reading strategies. These young mentors benefit by serving as role models to the younger students, as well as sharpening their own skills in reading.

IS 77 currently benefits from various community partnerships including those with Greater Ridgewood Youth Council, Assemblyman Mike Miller (Student of the Month), Department of Transportation (student/community project), Kiwanis Club of Glendale (Builders Club and Support Peer Mediation), and CHAMPS. Our partnership with Greater Ridgewood Youth Council provides homework help, sports (IS 77's first basketball team), and a STEM program. STEM is a national initiative to increase student future pathways towards industries involving science, technology, engineering and mathematics.

IS 77 was recently awarded an Arts Horizon Grant. Arts Horizons recognizes the transformative power of the arts and is dedicated to providing high quality programs for learning of all ages and abilities. Their programs for Literacy Development are led by professional teaching artists who engage students in hands on workshops that stimulate creativity, vocabulary development, speaking and communication skills. Through these programs, our ELL and SWD population will participate in workshops in Bookmaking, and Percussion. A culminating performance will cap off the percussion workshop.

School wide initiatives that promote literacy, including the Book of the Month, the Book Campaign, and non-fiction reading and writing across the content areas are established. Future Leaders of America at IS 77, a leadership program for our 8th grade students was created. This program includes a bulletin board team, a clean team, and a big brothers/big sisters program while also enhancing leadership skills. A variety of after-school clubs are offered to address student interest and academic need. Some of these include a book club, SHSAT Prep, Math help, and a music club.

24Q077 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1087	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	51	# SETSS	20	# Integrated Collaborative Teaching	36
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	34	# Drama	6
# Foreign Language	22	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.7%	% Attendance Rate			92.9%
% Free Lunch	84.0%	% Reduced Lunch			6.7%
% Limited English Proficient	21.2%	% Students with Disabilities			23.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			3.0%
% Hispanic or Latino	74.3%	% Asian or Native Hawaiian/Pacific Islander			9.6%
% White	12.9%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.72	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.3%	% Teaching Out of Certification (2013-14)			2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.86
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.1%	Mathematics Performance at levels 3 & 4			19.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			38.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			98.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Starting September 2015, IS 77’s 8th grade will be transitioning from Earth Science to Living Environment.

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.

There will be training for General Education and special education teachers for the new Living environment starting September 2015. Staff developers will be brought in to work with teachers in the content. By June 2016, teachers will have created a Living Environment scope and sequence following the CCSS format. Lesson plans will be based on the CCSS and will be collected through the observation process by supervisors to monitor effectiveness and rigor,

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
Partnership with Science Staff Develop through CITE program	Team of teachers	Fall 2015 to Spring 2016	Science Supervisor
Classroom visits and written/oral feedback			

Planning sessions after/before school			

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

<p>Meetings with Staff developer throughout the year</p> <p>Observations of science teachers in the classroom setting</p> <p>Review of data from Advance and Teachboost</p>

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

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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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.

There were 7 new teachers to IS 77 this past school year.

We anticipate 4 more new teachers this upcoming school year.

The school utilizes a collaborative intervisitation program for professional development among the teachers.

- According to the data from Advance and Teachboost, the area needing most improvement by non-tenured teachers is Domain 3, specifically Question 3B (Questioning and Discussion). Brand new teachers are already assigned a mentor teacher, some have a buddy teacher too, they are on teacher teams and participate in collaborative intervisitation with colleagues.

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.

New teachers from 2014/2015 and 2015/2016 will be part of an ongoing cohort under the guidance of IS 77 Supervisors in the intervisitation program. Individual needs assessments will be determined collaboratively and a yearlong program will be established. Teachers will identify a need based on Danielson’s Rubric and with planning and Intervisitations will work to get and maintain a proficient level by June 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Schedule interclass visitations and provided protocols for host and visitor on monthly basis			
Write reflections which provide effective feedback on how visits are supporting teacher growth and practice and submit to supervisors			
Non-tenured teachers will be assigned a mentor to aid in the development process of best practices.			

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>These teachers will be scheduled to meet with colleagues for collaborative Intervisitation, will attend professional development sessions. A day is planned for February solely for new teachers through CITE to address needs.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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

<ul style="list-style-type: none"> 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.

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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.

Parents were very pleased this year with our programs:

Lunch and learn series

Healthy/smart Cooking classes

Open houses

HS fair

Holiday concert

There is a request for leveled ESL classes for parents

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.

A parent ESL program will be created and leveled for beginners and intermediate levels. Licensed teachers and members of our CBO will be able to work with the parents. Goals for program will be to teach social English and academic language as to effective school communication. Exit surveys will be created for all parent programs and collected to rate the effectiveness of the programs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Identify multiple teachers to work the program</p> <p>Reach out to parents regarding the new program</p> <p>Adapt the student initial assessment to determine the level of proficiency</p> <p>Identify effective parent program for life skills</p>	<p>Parents of IS 77 students</p>	<p>Fall 2015 to Spring 2016</p>	<p>IS 77 supervisors and parent coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Utilize licensed teachers from IS 77 or from within D. 24.</p> <p>Work thought school day and/or during our after school program time.</p> <p>Work with CBO for programs</p> <p>Work with Sussman Sales for programs</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple measures</p> <ul style="list-style-type: none"> • Classroom based assessment • Standardized tests. • Teacher recommendation <p>Classroom Based Assessment</p> <p>Standardized Tests</p> <p>Recommendations Classroom Based Assessment</p> <p>Standardized Recommendations</p>	<p>I-Ready offers an adaptive diagnostic, and both teacher led and individualized online instruction for a complete blended learning solution. It assists teachers in driving student success in ELA and Math.</p>	<p>Through scheduled AIS periods students will participate in assessments aligned with the CCSS. I-Ready diagnostic & instruction combines a valid and reliable growth measure and individualized instruction</p>	<p>AIS built into students programs</p>
Mathematics	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple measures</p>		<p>Through direct instructional support in the regular classroom and small group/guided group instruction.</p>	<p>Universal Intervention/Classroom (Tier I Intervention)</p>

	<ul style="list-style-type: none"> •classroom based assessment Classroom based assessment •standardized tests Standardized tests. •teacher recommendation Teacher recommendation 			
Science	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple measures</p> <ul style="list-style-type: none"> • Classroom based assessments • Standardized tests • Teacher recommendation 		Through direct instructional support in the regular classroom and small group/guided group instruction.	Universal Intervention/Classroom (Tier I Intervention)
Social Studies	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple measures</p> <ul style="list-style-type: none"> • Classroom based assessments • Standardized tests • Teacher recommendation 		Through direct instructional support in the regular classroom and small group/guided group instruction.	Universal Intervention/Classroom (Tier I Intervention)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are selected for Academic Intervention Services if they are functioning below grade level</p>	Small group sessions involving at risk students and students identified by teachers	Sessions will be in small group setting no more than 3-6 students	AIS built into students daily programs up to 3x per week.

	<p>expectations as indicated by multiple measures.</p> <ul style="list-style-type: none">• IEP• BIP• Referrals, recommendations			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>*Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <p>*Principal reaches out to HR department when vacancies arrive.</p> <p>*Principal interviews multiple candidates whom are licensed in area of need.</p> <p>*Teachers given a mentor when hired. In addition, new teachers are provided with artifacts from each department that can be readily used in the classrooms.</p> <p>*New teachers are encouraged to participate in school extra curriculum programs (i.e. College/Career Saturday Program, ESL Enrichment Program, orientations, holiday concerts, after-school clubs, etc. This is encouraged in an effort to make connections to the students and the community.</p> <p>*On-going professional development and interclass visitations offered to improve teacher practice.</p>

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).
<p>New teachers are given the opportunities to work within their teacher teams to identify curriculum and planning challenges as well as reflect on student work and data.</p> <p>*Staff will be directed towards PD opportunities on ARIS learn that incorporate specific areas of focus based upon teachers requested need or targeted areas of improvement.</p>

*The Principal, Aps, and instructional lead teacher will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch/Learn sessions to teachers and paraprofessionals in the use of DOK, developing coherent lessons/unit plans, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science, and social studies aligned with CCLS.

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.).

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.

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

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

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	531,856.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	28,020.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,429,834.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>I. S. 77</u>	DBN: <u>24Q077</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: The majority of the ELL students tested advanced in terms of the four modalities. Thirty-one percent (31%) of students scored at the beginning level, with twenty-three (23%) scoring at the intermediate level, with forty-six (46%) scoring at the advanced level. According to the NYSESLAT data, the students tend to struggle with the reading and writing portion of these exams. The direct instruction supplemental program will target the intermediate and advanced students in grades 6 through 8. The After-School program and Saturday Academy will provide extra help and enrichment opportunities in reading and writing. We have fully certified ESL teachers that provide services to all of our ESL students. Teachers who have an English license will also provide additional support to the ESL students. The program will run two days a week, for 60 minutes each session from December until March. The program, Flocabulary/The Word-Up Project, will focus on building academic language as well as reading comprehension, and critical thinking skills through music. The "Saturday School" will also focus on building academic language. Flocabulary consultants and our ESL and content teachers will provide language instruction to the English Language Learners using a multimedia approach during the following Saturdays: November 1, December 6, February 7, March 7, and April 4th. The research based lessons are engaging and designed to provide multiple, varied exposures to each word. The vocabulary words are drawn from an analysis of state tests and core reading lists.

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: Throughout the school year, teachers of ELLs participate in professional development workshops, teacher teams, and study groups in order to learn specific strategies and techniques to help the students achieve their greatest potential. In addition to what is provided in I.S. 77, on-going professional development within the network or across the city provides staff with the skills to build academic language across the content areas. The ESL Providers as well as the content teachers receive this professional development. The professional development sessions will also focus on how to prepare ELLs to meet the academic rigor of the Common Core State Standards. Topics that will be addressed during these professional development sessions are as follows:

Sept. Instructional Focus-Student to Student Discussion
Revising Curriculum Maps/lesson design aligned to the City-Wide Expectations

Oct. Developing Unit Plans
Revising Pre/Post Assessments for each CC Unit
Examining the ELA Item Skill Analysis

Nov. Study Groups - The Common Core Companion: The Standards Decoded
Examining Argumentative Writing in the Classroom
Using Differentiated Instruction in the Secondary Classroom

Dec. Strategies for Close Reading

Part C: Professional Development

Examining the Teacher's College Writing Curriculum
Jan. Analyzing Language for Academic Reading/Academic Writing
Feb. Examining Vocabulary Instruction /Academic Vocabulary Toolkit 1/2
March Vocabulary Development Using Tier II and Tier III Words
April Providing Scaffolds for ELLs in the Areas of Informational/Explanatory Reading/Writing
May Revising ELA Unit Plans, Student Work and Classroom Interventions
June Revising Curriculum Maps using Formative Assessments

Part D: Parental Engagement Activities

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

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

Begin description here: At I.S. 77 we provide parents with orientation sessions throughout the school year. Parent workshops and school events are scheduled during the morning as well as evening. Translators are invited to accommodate the needs of our parents. Parents of newly enrolled ELLs are invited to attend workshops and examine the educational options for their children.

We offer the following workshops:

-
Sept. Orientation for newly enrolled ELLs
Walk to School/Book Campaign Kick-Off
Understanding Datacation (Pupilpath)
Setting up e-mail accounts for parents (Pupilpath)
Oct. Examining the Common Core Learning Standards
Understanding the High School Process Application
Nov- Cyberbullying - What parents Need to Know
Setting up e-mail accounts for parents (Pupilpath)
Dec- Bridging the Gap Between School & Home
January- Stress, Anxiety & Depression
February- Test-taking Strategies
March-Health & Nutrition
May Fifth Grade Orientation Session for Incoming Students/Parents
Educational Trips within the 5 Boroughs

The parent-teacher conferences offer parents the opportunity to discuss and evaluate their child's academic progress. The parent coordinator creates monthly newsletters that are distributed to all of the students and are sent home. In addition, we review and evaluate the needs of the parents by analyzing the results of the Learning Survey.

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Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 077
School Name type here		

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 Joseph A. Miller	Assistant Principal Marilyn Berrios
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Melinda Di Scala	School Counselor Magda Orozco
Teacher/Subject Area Monica Brodsky/ENL	Parent Martha Carpio
Teacher/Subject Area Kevin Schramm/ENL	Parent Coordinator Jennifer Chacon
Related-Service Provider Brian Gorenstein	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	1037	Total number of ELLs	290	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	290	Newcomers (ELLs receiving service 0-3 years)	136	ELL Students with Disabilities	65
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	128	Long-Term (ELLs receiving service 7 or more years)	64

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	136	8	9	128	1	30	64	0	25	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							68	45	56					0
Chinese							4	4	3					0
Russian								1	1					0
Bengali								1	1					0
Urdu							2							0
Arabic							12	5	7					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1		1					0
Albanian							1		1					0
Other							6	6	9					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							11	10	29					0
Emerging (Low Intermediate)							10	9	20					0
Transitioning (High Intermediate)							5	4	6					0
Expanding (Advanced)							42	36	29					0
Commanding (Proficient)							12	1	6					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								1						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							22	8	10					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	50	16	1	0	0
7	42	18	1	0	0
8	64	15	2	0	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									0
5									0
6	61		27		10		1		0
7	33		31		3		1		0
8	70		19		2		2		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	38		58		126		67		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 teachers are using the data from the Interim Assessments, I-Ready (3 times per year), DRP, Teacher's College Reading and Writing Assessments and Pre and Post Unit Assessments in writing and academic vocabulary to group students and formulate differentiated instruction within the classroom as aligned with the Common Core State Standards. Using the data from the LAP to drive instruction, students will be instructed in appropriate groups according to proficiency across the four modalities with a focus on Academic Vocabulary and Tier II words.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The majority of the ELL students tested on the expanding level in terms of the four modalities. Twenty-two percent (22%) of students scored at the entering level, with 17% scoring at the emerging level, with 7% scoring at the transitional level, with 48% scoring on the expanding level, and with 8% scoring on the commanding level. With the majority of students falling into the expanding level, we offer support in all four modalities. These scores allow us to see that students tend to struggle with the reading/writing portion of these exams. In terms of implications for classroom instruction, it is imperative that there be more opportunities for building academic language, explicit reading instruction, grammar in the workshop model, and writing skills through word study activities and daily tasks involving the application of vocabulary into higher order thinking responses. Balanced literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school will use the AMAO tool to identify students who have made progress as well as those students who are at risk. According to the AMAO, there is no current data to show progress.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- Some students opt to take content area tests in their native languages (Spanish and Chinese available only) in math and science. Some receive high scores while others do not. Those students who are eligible to take the ELA exam scored at Levels 1 and 2. We do have a few students who take content area tests in their native languages, but a comparison of this data is difficult since they are only permitted to submit one exam. The majority of our ELLs take their exams in English. Since the trend for parent choice is free-standing ESL, the content instruction is in English, with native language support. We did not use the ELL Periodic Assessments.
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*.]
N/A
 6. How do you make sure that a student's new language development is considered in instructional decisions?
English language development for ELLs is always a consideration in instructional decisions. Proper use of English, both written and spoken, is always modeled. Students are shown how English works and are given sentence frames to practice their responses. Additionally, students are provided with print-rich environments for use as resources within the classrooms. Students are also given native language support so they can use the bilingual threshold to advance academically.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Throughout the school year, supervisors make instructional decisions by visiting all of the ESL classrooms. Teachers who teach ELLs collaborate with the literacy and content area teachers. The teachers meet at least twice a week with their teacher teams to discuss curriculum (vertical and horizontal alignment), scaffolds for ELLs, the latest research on balanced literacy, and student data. The student data comes from multiple sources: formative and summative assessments for each unit, i-Ready Diagnostic (that assess phonics, vocabulary, and reading comprehension), spelling inventories, student writing and periodic student feedback. Teachers evaluate student learning, and use this data to plan instruction.

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.
Upon registration of first-time registrants, parents are administered the Home Language Identification Survey (HLIS). These forms are available in various languages. The certified E.S.L. teachers determine eligibility for testing and services by looking at certain criteria on these forms. If the student's home language is other than English, an informal interview is conducted in the native language by a licensed pedagogue, in Spanish or Chinese. Otherwise, the interview is conducted in English by a licensed pedagogue (teacher or guidance counselor with teaching license). We also make use of the translation/interpretation services made available to us via telephone. After the ESL teachers review the responses on the HLIS forms, the student is then deemed eligible or not eligible for NYSITELL and/or Spanish Lab testing. The students who are eligible are then given the NYSITELL (and the Spanish LAB if Spanish-speaking, provided the student is not commanding on the NYSITELL). The test or tests are administered by certified ESL teachers within ten school days of the student's registration. The student is placed accordingly, depending on the NYSITELL designation. For students who have come from another NYC public school or for students who have left the NYC school system and returned, the ESL Coordinator researches the students' test history. Students who are current ELLs will be placed accordingly.
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).
To determine if new registrants are SIFE students, the ALLD is administered, if the student speaks Spanish. Additionally, student work is analyzed, and teachers and/or counselors interview students using the SIFE Oral Interview Questionnaire. In conjunction with the SIFE Oral Interview Questionnaire, students are also administered the Literacy Evaluation for Newcomers SIFE (LENS). SIFE determination is made within 30 school days of enrollment and indicated on ATS.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
The Language Proficiency Team (LPT) consists of Marilyn Berrios, Assistant Principal, who oversees the ESL Program, Melinda Di Scala, ESL Coordinator, Monica Brodsky, Kevin Schramm, Karen Burke-Callahan, all ESL teachers, and Christine Hogg, IEP Teacher and

expert on Students with Disabilities. Multiple members of the LPT review the student's IEP to see if this student has received ELL services in previous years. The ELL Coordinator reviews the NYSESLAT eligibility list to see if the student is required to take the NYSESLAT in the spring of the current school year. Additionally, the LPT will use the Language Proficiency Team NYSITELL Determination Forms for new admits, after looking at the Home Language Identification Survey. As per the ELL Policy and Reference Guide, an IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT, ELL status cannot be the determinant factor for special education eligibility. .

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.

Within five days of when the NYSITELL is scanned and scored, students are given either an entitlement letter or a non-entitlement letter by certified ENL teachers. Students who test at the commanding level receive the non-entitlement letter in the language entered on ATS. Students who test below the commanding level are given the entitlement letter in the language entered on ATS. Copies of these completed letters are made and placed into the student's cumulative record folder. Teachers, administrators, the pupil accounting secretary and school aides have access to these letters. The original letters are distributed to the students to bring home to their parents.

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).

The ENL certified teachers along with the administrator who oversees the ENL program will inform the parents and/or guardians that beginning this current school year, they are able to decide whether or not they would like their children re-identified as ELLs or non-ELLs. Parents will be contacted in their preferred languages via telephone, e-mail or letter. Parent meetings will be held during the school day by certified ENL teachers and the parent coordinator to demonstrate the process and advise them of what they are entitled to.

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.

Our free-standing ESL classes have students from many different language groups. These include Spanish, Chinese, Arabic, Polish, Nepali and others. All students' parents are given Parent Survey and Selection forms at the appropriate time. Beginning in the month of September, parents are invited to attend a series of parent workshops to discuss the various program options stated on the Parent Survey and Selection forms. At the workshops, we discuss the available programs at I.S. 77. We inform parents that their children will be taught the content area subject in English by certified teachers. At these workshops, the assistant principal who oversees the ESL department, along with certified ENL teachers and the parent coordinator, explain and discuss all available programs. Parents watch a video and read brochures in their native languages (when available) describing our programs. Translators are provided when available to answer questions. Parents are encouraged to return said forms within 10 days for proper placement. Parents are informed that should they not return a survey and selection form within the 10 days, the default program is bilingual. The majority of parents return their form on time and select the ENL program.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Survey and Program Selection forms, in English and in most native languages, are given to parents to read and to make selections. We are currently in the process of and will continue to reach out to parents of these students by holding orientation meetings and setting up interviews with parents should they need guidance in completing the selection forms. Certified ESL teachers and the supervisory assistant principal, along with the parent coordinator, will continually hold orientations/meetings for parents within 10 days of the new registrant's admission. Should a TBE or Dual Language become available, parents will be notified via letter, email or telephone call informing them of such program availability.

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

Students whose parents do not attend the orientations/meetings given by the ENL administrator, ENL teachers and the Parent Coordinator are sent home with the survey and selection form in their native language, when available, to complete at home. The parents receive directions on how to access the videos on the DOE website so they can be viewed at their leisure, in their native language, when available, thus making their choices at home. They are also given contact information should they have any questions. The majority of the forms are returned in a timely manner. Those that are not are given a duplicate and encouraged to return them quickly for proper placement. Teachers, administrators, the pupil accounting secretary and school aides have access to these letters. The original letters are distributed to the students to bring home to their parents.

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

Continuing students who test below the commanding level are given a placement letter in the language entered on ATS by certified ENL teachers. Copies of these completed letters are made and placed into the student's cumulative record folder. The original letters

are distributed to the students to bring home to their parents. Teachers, administrators, the pupil accounting secretary and school aides have access to these letters. The original letters are distributed to the students to bring home to their parents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all letters and parent survey and selection forms are maintained in the students' cumulative record folders in the main office. Teachers, administrators, the pupil accounting secretary and school aides have access to these letters. The original letters are distributed to the students to bring home to their parents.
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.

Prior to the opening of the Speaking Testing window, the ESL Coordinator prints out and analyzes a copy of the NYSESLAT eligibility list to assure all ELL students are accounted for. The certified ESL teachers administer the speaking subtest individually to students. The majority of the speaking test is given before the written parts of the test. Collaboratively, the ESL teachers create a schedule to accommodate all ELL students for the reading, writing and listening sections of the test. Since the test is untimed, schedules are created in blocks so that the students have ample time to complete each day's part of the examination. The ESL teachers review the IEPs of ELL-SWD students to check for accommodations other than extended time. Those accommodations are accounted for in the scheduling. Make-up testing days are provided for any and all students who have missed part or all of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continuing students who test below the commanding level are given a continued entitlement letter in the language entered on ATS by certified ENL teachers. Student who have tested proficient in 2014 or commanding in 2015 receive a transitional support letter in the language entered on ATS. Copies of these completed letters are made and placed into the student's cumulative record folder. The original letters are distributed to the students to bring home to their parents. Teachers, administrators, the pupil accounting secretary and school aides have access to these letters. The original letters are distributed to the students to bring home to their parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend by parents is to choose the free-standing ESL program for their child. Ninety-five percent of parents surveyed opted for their children to be in an E.S.L. program. Not enough parents on two consecutive grade levels opted for any other program. We service a large number of ELL-SWDs. We understand that the default program for ELLs is bilingual. We are currently in the process of and will continue reaching out to the parents of these students by holding parent orientation workshops and by setting up interviews with the parents to guide them when completing their program selection forms.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

We have six classes, two per grade, which are serviced by certified content area teachers as well as four certified ENL teachers. We also have a population of ELLs in the general and special education classes serviced by certified ENL teachers. The certified ENL teachers use a Push-In, Co-Teaching model in ELA and other literacy based classes. In addition, the content area teachers use ENL strategies. All students are provided with differentiated, data-driven instruction to meet and exceed criteria for city and state learning and performance standards. Some classes are in blocks and are heterogeneously grouped. Others are homogeneously grouped.

SIFE students (3%), newcomers (47%), 4-6 year ELLs (44%), long term ELLs (22%) and former ELLs are enrolled in the expanded learning time programs for math, reading, writing and speaking where the emphasis is the on building competence in the four modalities. The incorporation of differentiated instruction in the classroom and the Workshop Model of Readers and Writers Workshop will help the ELLs in the content-based subjects by using language acquisition strategies and more proficient students to foster learning as modeled by the teacher. The incorporation of technology-infused learning will add to the classroom teacher's repertoire of interactive instructional approaches for the ELLs. Some long term ELLs have been

selected to participate in an inquiry team, based on specific criteria. In addition to the aforementioned academic programs, these groups receive targeted instruction in Language Arts. The former ELLs (students who have tested out within two years) are entitled to time and a half on any standardized test. These students get additional support by receiving services 90 minutes per week in an integrated ENL program. Additionally, these students are invited to attend the expanded learning time programs.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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

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

Students who are on the entering level receive a total of 360 minutes per week of ENL services. Half of that time is in a Stand-Alone class with a certified ENL teacher. The other half of that time is in an Integrated class in a push-in co-teaching model in ELA where one teacher is ENL certified and the other teacher is either content certified or common branches (for grade 6 only). Students who are on the emerging level receive a total of 360 minutes per week of ENL services. One fourth of that time is in a Stand-Alone class with a certified ENL teacher. One half of that time is in an Integrated class in a push-in co-teaching model in ELA where one teacher is ENL certified and the other teacher is either content certified or common branches (for grade 6 only). The final fourth of that time is flexible and can be either Stand-Alone or Integrated, depending upon the needs of the student assessed by the ENL teacher. Students who are on the transitioning level receive a total of 180 minutes per week of ENL services. At least half of that time is in an Integrated class in a push-in co-teaching model in ELA where one teacher is ESL certified and the other is either content certified or common branches (for grade 6 only). The other half of the time is flexible and can be either Stand-Alone or Integrated, depending upon the needs of the student assessed by the ENL teacher. Students who are on the expanding level receive a total of 180 minutes per week of ENL services. All of that time is during an Integrated class in a push-in co-teaching model in either ELA or another content area subject. Students who are on the commanding level receive a total of 90 minutes of ENL services. All of that time is during an Integrated class in a push-in co-teaching model in either ELA or another content area subject or in another approved service.

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

In our ENL program, content area classes are taught only on English. There is native language support throughout the content area classrooms. Some texts books are bilingual or have bilingual glossaries. Each ENL content classroom provides access to bilingual dictionaries. There are vocabulary words with images in the classrooms as well. Teachers of the content areas have had professional development in ENL methodologies as well as scaffolding and differentiated instruction. These are designed to provide multiple entry points. The curricula taught in any of the content area classes are aligned with the Common Core. All students in the school are taught the same curricula. In the ENL classes, there are scaffolds and differentiated lessons to allow the ELL students to reach the same curricular outcomes as the rest of the school.

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

N/A since we do not currently have a bilingual program.

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

Assessments in multiple forms are administered throughout the school year. Reading comprehension assignments are assessed in ELA as well as content areas continuously throughout the year. Writing is assessed using rubrics that target specific areas via formative and summative assessments. The students' abilities in speaking can be evaluated through class discussions and during conferencing sessions. Listening is continuously evaluated throughout the year in ELA/ENL classes, content area classes and in our residency theatre program through a four year grant. A large portion of the theatre program is to listen to the artist. Additionally, students have to work cooperatively in this program, so they have to listen to each other. During theatre periods, the teachers constantly monitor students' listening and speaking skills.

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

SIFE students are placed in small groups for targeted, data driven instruction. High interest, lower level materials are used in the content area classes to assure exposure to and comprehension of grade appropriate curricula. A certified ESL teacher works with these students during their ELA periods. Vocabulary and content are tiered, and lessons and tasks are differentiated, based on each student's ability. This differentiation provides the appropriate scaffolds to allow students to progress to the next level. Technology is infused into many lessons and tasks to stimulate the growth of academic language in all

modalities. Newcomer students (0-3 years in US schools) are required to follow the theme of all ELA curricula.

Newcomers who are required to take the ELA because of NCLB work in guided groups targeting needed skills based on the analyses of student work, classroom observation and/or the item skills analysis report (based on the previous school year's ELA and NYSESLAT results). ENL and ELA teachers coordinate their planning. They build lessons by differentiating and tiering content and concept academic vocabulary, reading materials based on reading proficiency levels, as well as teacher-created materials. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

ELLs in US schools for 4 to 6 years are responsible for following the theme of all ELA curricula. The ENL teacher along with the ELA teacher differentiate and tier lessons and tasks. As with the newcomers, the data used to provide appropriate differentiation comes from student work, classroom observations and the item skills analysis report based on the previous school year's ELA and NYSESLAT results. The ENL and ELA teachers align their tasks and lessons to the Common Core Learning Standards. Tasks are tiered so all students in this category can reach their goals of improving reading and writing. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

Long Term ELLs (student who have completed a minimum of 6 years) are also responsible for following the same ELA curricula theme as the other ELLs in the classes. Lessons planned together by the ELA and ENL teachers provide scaffolding in vocabulary and reading comprehension. Small and guided groups are created based on data from the pre-assessments. Differentiated materials and teacher-created materials are also used. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

Former ELLs, within 2 years of testing commanding, are given a minimum of one year transition, from a full class of ELLs, to a class with native English speakers and other former ELLs. They are given ELL accommodations for all state and local assessments. Those accommodations include time and a half and the use of translation glossaries. They are also entitled to hear a listening selection three times if the remainder of the school population hears it two times.

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.
Effective this school year, we will be using the guidelines in the ELL Policy and Reference Guide to re-identify ELLs or non-ELLs. The teachers of those students will meet and discuss the re-identified ELL's progress through examining student work, and analyzing pre and post assessments as well as formative and summative assessments. Teachers will also conduct oral interviews with the students..
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?
We use grade-level-standards based curriculum that addresses students social, emotional and cognitive development. For math, Glencoe Math is used. For Science, Glencoe Science is used. For Social Studies, Access is used. For ELA, Standards Based curriculum that addressed CCLS is used. In Unit 1 for ELA, the 6th grade reads Walk Two Moons. For Unit 2, 6th grade reads a variety of non-fiction articles. For Unit 3, 6th grade reads The Circuit For Unit 4, 6th grade reads The Breadwinner. The 6th grade theme is cultural identity. In Unit 1 for ELA for 7th and 8th grades, students read a variety of short stories by famous authors, such as Edgar Allan Poe and Walter Dean Myers. Just like the 6th grade, 7th and 8th grade read a variety of non-fiction articles for Unit 2. For Unit 3, 7th grade reads A Long Walk to Water while 8th grade reads Of Mice and Men. In Unit 4, 7th graders read The Giver, and the 8th graders read West Side Story and Romeo and Juliette. The 7th grade these is exploring identity through environment and sense of self. The 8th grade theme is exploring identity through independence (decision making). All teachers use The Academic Vocabulary Tool Kit, by Dr. Kate Kinsella. The curriculum was written by Literacy teachers, ENL teachers and Special Education teachers) using research by Dave F. Brown and Trudy Knowles, "What Every Middle School Teacher Should Know". All teachers use technology in the forms of computers, projectors, tablets and ELMOs. Teachers use these technological materials to display powerpoint presentations, video clips, and varied texts. Students are provided with bilingual dictionaries and online translations as well.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ENL teachers and case managers of our ELL-SWDs have on-going conferences to discuss differentiated planning based on IEP goals for students in the least restrictive environment. Discussions in these planning sessions include how to differentiate instruction so

Chart

that students can reach towards and achieve their academic goals on their IEPs. Additionally, the English proficiency of students will be assessed by examining current student work, pre and post, formative and summative assessments.:

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

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



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

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

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

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

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

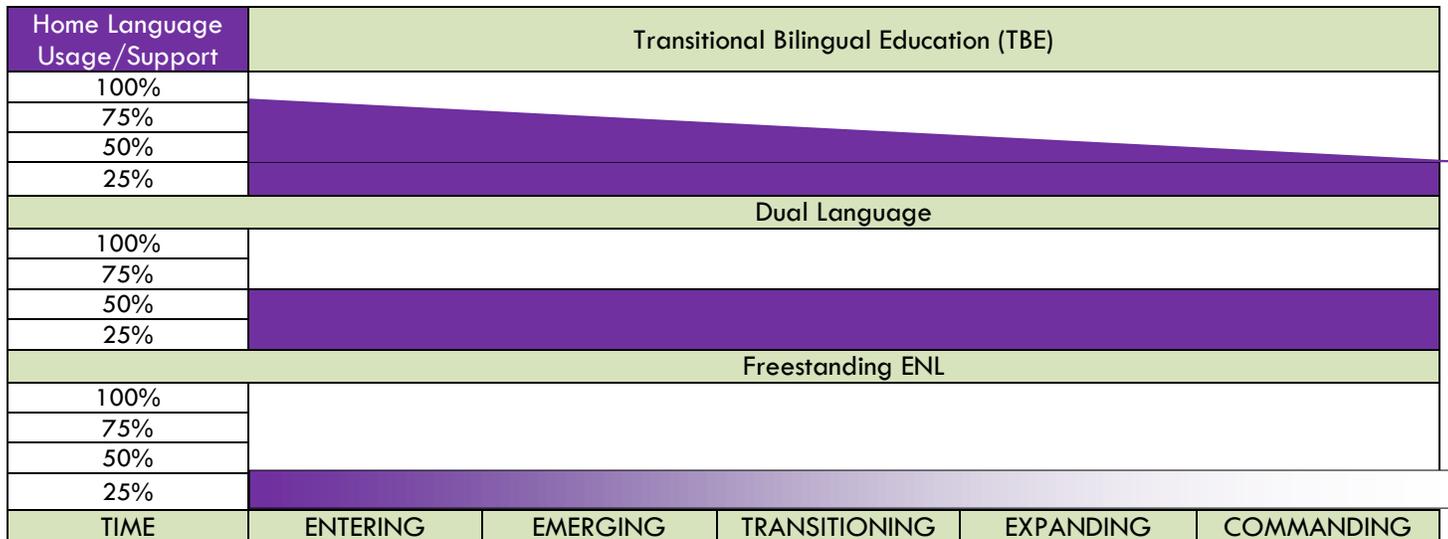


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
I-Ready is used as an intervention programs. It had phonics and vocabulary components. There is a diagnostic so teachers know how their students are doing. Based on that diagnostic, i-Ready provides customized lessons for each student in their targeted areas of need. Additionally, teachers provide scaffolds across all content areas. Students use the Academic Vocabulary Toolkit, by Dr. Kate Kinsella, along with a multitude of graphic organizers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Beginners need to strengthen all areas of language acquisition. They will be instructed using ENL strategies and methodologies such as: scaffolding, differentiated instruction, meta-cognitive strategies, linking and bridging information, teachers modeling good habits of reading, writing, speaking and listening, using proficiency level-based text for the beginner to move forward. The same strategies will be used with the intermediate and advanced students in order to challenge them in furthering their language acquisition and in their academic subjects to become more proficient and test out of the ESL program. The Workshop Model is used to foster learning and encourage English language acquisition in a supportive environment. Within this framework the more proficient student is working with the less proficient student to increase communication and academic success. These strategies are used in ELA classes as well as all content area classes.
12. What new programs or improvements will be considered for the upcoming school year?
We may look at Expeditionary Learning and Code X, provided they match the needs of ELLs and SWD.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. They are mainstreamed with the General Education population for Physical Education, Talent (chorus, drama, graphic arts or band), and lunch. During the Expanded Learning Time, there is a multitude of clubs that ELLs, along with the General Education population, that are available. Our SBO is the Greater Ridgewood Youth Council and many of our ELLs are registered for their program, too. The Title III Morning and Saturday Program is open to all of our English Language Learners. We use Flocabulary, which is a multisensory approach of using music, rhythm and rhyme is supported by a profound body of academic research.
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.
Technological materials that are used are laptop computers, document cameras, projectors, Smartboards, Promethean Boards, and iPads (in ELL-SWD classrooms). Some of the materials used are iReady, "Differentiated Strategies for Social Studies", "Differentiated Strategies for Science", and "Differentiated Strategies for English Language Arts". Other materials used for content area classes are Glencoe published Math and Science books. Other Social Studies materials include US History (Holt McDougal), Spanish/English Interactive Reader and Study Guide (Holt McDougal), History of US (Joy Hakim), and Atlas of US History (Nystrom).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We offer native language support to ENL students in a variety of ways. There are native language textbooks available for reference within the content area classrooms. The students also have access to bilingual dictionaries and translation glossaries. We also utilize a buddy system so that less proficient students can rely on more proficient students for some assistance. There are teachers and paraprofessionals who speak various languages throughout the building. Teachers are encouraged to have a print-rich environment with some native language words posted throughout the classes (for example: a cognates chart)
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We use high interest, age appropriate themes that address social and emotional needs of adolescent, middle school students.
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 students are not enrolled until school opens in September (or maybe a few days before). ENL teachers are not in school until the first day of school, so there are no activities in school to assist newly enrolled ELLs BEFORE the beginning of the school year. Throughout the school year, there are Title III programs offered for ELLs after school and on Saturdays, once per month. There is also an Expanded Learning Time program currently being implemented. There are certified ESL teachers along with content certified teachers trained with ESL methods teaching these supplemental classes.
19. What language electives are offered to ELLs?
There are no language electives offered to ELLs.
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.)
Throughout the school year, teachers of ELLs participate in professional development workshops, teacher teams, classroom intervisitations with colleagues and study groups in order to learn specific strategies and techniques. Our entire school staff, which includes administration, ENL teachers, ELA teachers, Content Area teachers, Special Education teachers, paraprofessionals, guidance counselors, the parent coordinator, secretaries, and all related service providers that work with ELLs will receive professional development in order to fulfill the minimum mandate of 7.5 hours.
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?
Professional Development focuses on providing teachers with scaffolding and differentiated instruction strategies for teaching the ELLs. It will focus on how to prepare ELLs to meet and exceed the Common Core State Standards and to achieve higher scores on all city and state assessments. Topics that will be addressed during these professional development sessions are as follows:
9/2015 Unit mapping and lesson design aligned to Common Core standards
10/2015 Differentiated Instruction/Scaffolds for ELLs
Examining Strategies for Argumentative Writing
11/2015 Effective Questioning in the Classroom
i-Ready Diagnostic & Instruction
12/2015 Project-Based Learning
Co-taught Instruction Strategies
Strategies to Improve Vocabulary Acquisition
Comprehension Skills-Explicit Strategy Instruction
1/2016 Building Academic Vocabulary (Dr. Kate Kinsella)
Strategies improving language acquisition in the content areas
BICS and CALPS Word Play (Dr. Lilly Wong-Fillmore)
2/2016 Using the i-Ready Data to plan small group instruction
3/2016 Analyzing Language for Academic Reading/Academic Writing
Implications for Teaching and Learning
4/2016 Comprehension Strategies for Non-fiction
Using technology to strengthen content learning
5/2016 Revising Curriculum using Formative Assessments
6/2016 Analyzing Student Work and Classroom Interventions
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
There is on-going professional learning that ENL coordinator and AP provide to the teachers of English language learners.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The certified ENL teachers as well as the content area teachers receive professional development from outside agencies like the Bureau of Education Research and LEAP. The Queens North Borough Field Support Center also offers professional learning opportunities for teachers of ELLs. Many of the teachers have attended professional development sessions on best practices for teachers of English language learners. The sessions explore various research-based topics on ELL pedagogy. Some of the topics include building academic vocabulary, academic language, text complexity, and distinguishing language acquisition from learning disability. The teachers then turnkey the professional learning to their colleagues throughout the school year.

C. Parental Involvement

- 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?

Individual meetings with parents of ELLs are offered every Tuesday morning. Through correspondence, appointments are set to accommodate all parents. Interpreters will be provided if the parents do not bring an interpreter to the meetings. If parents do not come with an interpreter, we make use of Interpretation and Translation Unit via phone calls or translated letters.

- 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.

ELL teachers reach out to parents via email, pupil path, telephone call, or letter, or any combination of the aforementioned methods. Parents are asked to sign in as to keep accurate records. Teachers keep logs of all parental correspondence. If parents do not come with an interpreter, we make use of Interpretation and Translation Unit via phone calls or translated letters.

- Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At I.S. 77 we provide parents with orientation sessions throughout the school year. Parent workshops and school events are scheduled during the morning as well as evening. Translators are invited to accommodate the needs of our parents. We offer the following:

P a r e n t s o f n e w l y e n r o l l e d E L L s a r e i n v i t e d t o a t t e n d w o r k s h o p s a n d e x a m i n e t h e a n d u c a t i o n a l o p t i o n s f o r t h e i r c h i l d r e n .

“ B a c k t o S c h o o l N i g h t ” i n S e p t e m b e r (a n o v e r v i e w o f o u r g o a l s , o b j e c t i v e s , s c h o o l u n i f o r m s , p o l i c y , a n d s t u d e n t e x p e c t a t i o n s)

B o o k C a m p a i g n

K i c k - O f f / W r i t i n g C e l e b r a t i o n s

U n d e r s t a n d i n g t h e H i g h S c h o o l P r o c e s s / A p p l i c a t i o n

C y b e r - b u l l i n g

F i f t h G r a d e O r i e n t a t i o n S e s s i o n s

S t u d e n t s / p a r e n t s

i - R e a d y D i a g n o s t i c & l n s t r u c t i o n s

i o n (H o w t o u s e i - R e a d y a t h o m e)

E S L c l a s s e s f o r p a r e n t s

L u n c h a n d L e a

r n C l a s s e s
 S t u d e n t o f t h
e M o n t h C e l e b r a
t i o n s
 P u p i l P a t h W o
r k s h o p s

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

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

The Parent Coordinator assesses the needs of the parents of current ELLs. She then plans parental activities. Some of the activities include:

E S L c l a s s e s f o
r p a r e n t s
 L u n c h a n d L e a
r n C l a s s e s
 P u p i l P a t h W o
r k s h o p s

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

The Parent Coordinator, along with the school administrators, provide for incoming and outgoing students.

F i f t h G r a d e O
r i e n t a t i o n S e s s i
o n s f o r l n c o m i n g
S t u d e n t s / p a r e n t
s
 U n d e r s t a n d i n g
t h e H i g h S c h o o l
P r o c e s s / A p p l i c a t
i o n

D. Additional Information

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

School Name: _		School DBN: _	
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)
Joseph A. Miller	Principal		1/1/01
Marilyn Berrios	Assistant Principal		1/1/01
Jennifer Chacon	Parent Coordinator		1/1/01
Melinda Di Scala	ENL/Bilingual Teacher		1/1/01
Martha Carpio	Parent		1/1/01
Monica Brodsky/ENL	Teacher/Subject Area		1/1/01
Kevin Schramm/ENL	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Magda Orozco	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Brian Gorenstein	Other <u>Related Svc Provider</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q077** School Name: **I.S. 77**
Superintendent: **Madelene Chan**

Before you begin, please check the following:

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

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

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

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

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

Each year we examine the data from the Home Language Survey, student registration forms, emergency contact cards, and the school tabulation of languages spoken at home to determine the language (s) spoken at home by the parents and students. We are usually successful in securing translations for Spanish, Chinese, Polish, and Arabic. We work with the translations unit and have translators available during parent-teacher meetings.

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

Our findings showed that a majority of parents (75%) speak Spanish at home. Polish, Arabic, Chinese, Russian, Bengali, Burmese, and Urdu each constitute 1% of the languages spoken at home. The school translates official school correspondence and other documents to parents. These findings were reported to the school community.

Part B: Creating a Communications Calendar

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

Monthly newsletters and calendars, parent letters/meetings, student-led conferences, Expanded Learning Time activities, testing information, and permission slips (all correspondence) sent home are distributed as double-sided handouts, with English on one side, and the home language on the other. According to what language the parent requested on the HLIS, student registration card, or emergency contact cards. Translations in other languages are provided to classroom teachers to distribute to students. We include the DOE heading that informs the parents, in multiple languages, how they can contact the DOE for translation. Materials are mailed in a timely fashion. The Parent Coordinator translates documents and letters into Spanish. The school messenger system is often used to inform parents of important events at I.S. 77; all of the messages are translated in Spanish. We also provide translators for the Meet the Teacher, student-led conferences throughout the school year. In addition, we also use a wireless headset system that is also used as a translation device.

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

At I.S. 77 we have several opportunities for parents to interact with the staff members. We have one curriculum evening in September where the parents are given an overview of the middle school curriculum in all of the content areas, three student-led conferences throughout the school year, monthly lunch/learn workshops facilitated by the parent coordinator, School Leadership Team Meetings, and several parent meetings on Tuesdays. We have several staff members who provide oral translations in Spanish, Polish, Albanian, and Urdu. Guidance counselors and teachers will use the staff members who provide oral translations or contact the over-the-phone interpretation services.

Part C: Providing Language Assistance Services

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

All parents will be provided with a parents bill of rights when they come in to register their children. Parents will be given a Bill of Rights in their Native Language except for those languages that are not available. We will continue to seek out services through the community and parent volunteers.

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

During formal parent meetings and student-led conferences, the parent coordinator and designated personnel provide oral interpretation services. We hire interpreters provided by an outside vendor and use the over-the-phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

The staff receives emails and written correspondence on how to use translation services and over-the-phone interpretation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our goal is to communicate with non-English speaking parents and provide parent access information about their child's educational progress and options. We have a team of individuals that translate key documents and also use the Translation & Interpretation Unit for written and oral translations.

Part F: Monitoring and Quality Control

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

We will send home surveys about their translation/interpretation experiences. What worked well, what they would like to see done differently, any suggestions, would they use the service again? Why/why not?

