

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q080

School Name:

P.S. 080 THURGOOD MARSHALL MAGNET

Principal:

KERSANDRA COX

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Thurgood Marshall Magnet School School Number (DBN): 28Q080
Grades Served: PK-5
School Address: 171-05 137th Avenue, Jamaica, NY 11434
Phone Number: 718-528-7070 Fax: 718-949-0963
School Contact Person: Kersandra M. Cox Email Address: Kcox4@schools.nyc.gov
Principal: Kersandra M. Cox
UFT Chapter Leader: Sagera Maat El
Parents' Association President: Monica Mathelier/William Gardenhire
SLT Chairperson: Celina Hancock
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Deanette Watson
Student Representative(s): N/A

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd. Room 242, Jamaica, NY 11435
Superintendent's Email Address: Msarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

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)
Kersandra M. Cox	*Principal or Designee	
SaqueraMaat El	*UFT Chapter Leader or Designee	
Monica Mathelier/William Gardenhire	*PA/PTA President or Designated Co-President	
Angelina Randolph	DC 37 Representative (staff), if applicable	
Deanette Watson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vacant	Member/	
	Member/	
Celena Hancock	Member/ Parent	
Kimi Adamson	Member/ Paraprofessional	
Shavone Jackson	Member/Parent	
Bernadette Locust	Member/CSA Representative	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Mission of the Thurgood Marshall Magnet School Community is to educate, motivate, and challenge all scholars:

To become lifelong learners, risk takers, and problem solvers

To foster creative expression through literacy, music and the arts

To encourage the advancement in mathematical thinking and technology

To embrace the parent community as partners in education

To emphasize community involvement

The goal of the Thurgood Marshall Community is to empower each child with the social, intellectual, and critical skills that will enable them to reach their potential as adults in a global society.

Thurgood Marshall School's vision is to become a School of Excellence where all scholars, parents, and staff will work together to help our scholars exceed the standards in all academic areas.

PS 80 Q instructional focus is to engage our scholars in rigorous real world tasks utilizing the eight components of Problem Based Learning and Thinking Maps. Scholars will show evidence of deeper understanding of the content by engaging in partnerships, group, and class discussions. Upon completion of the discussion, scholars will produce a written product to reflect their new learning.

Creating Themed Curricula: Our Curriculum Design Team has developed themed curriculum overview maps for core subject ELA, STEM subjects, and Social studies based on the UBD framework. Each curriculum map provides an overview of each unit's overarching goals, concepts, essential questions, content, skills, methods of assessment, and lists of activities/resources. Using this method of purposeful planning, curriculum concepts and skills will be spiraled for deeper student understanding. For Project Year One our curriculum design team developed peer reviewed themed units of study that resulted in students receiving magnet theme instruction for at least 3 hours per week. Technology rich instruction was written into each curriculum unit. The Curriculum Design Team incorporated the pedagogical shifts required by the Common Core Standards. We plan to post Curriculum Maps on the District 28 Website so that all teachers, as well as parents, can have easy access.

STEM – STEM instruction is infused across the core content areas using a hands-on, inquiry based approach (i.e., engineering design model Ask, Imagine, Plan, Create, Improve) and is informed by the Next Generation Science Standards (NGSS). Students learn to think like STEM professionals in the way they approach problems and plan solutions. Students ask questions and define problems; develop and use models; plan and carry out investigations; analyze and interpret data; use mathematics and computational thinking; construct explanations and design solutions; engage in evidence-based argument; and obtain, evaluate, and communicate information. STEM integration is culturally relevant in that authentic investigations provide a bridge between what students do in their lives outside of school into

their STEM schoolwork. STEM instruction is supported by Lego WeDo Robotics; New York Institute of Technology (NYIT); Engineering is Elementary (EIE); and also is connected to literacy and social studies.

NYIT is offering professional development, guidance, and support for teachers in the areas of STEM, instructional technology, and 21st century skills. Engineering is Elementary (EIE). EIE workshops will be tailored to meet the needs of its particular audience and will include hands-on learning, modeling effective pedagogical strategies, group work, and reflection. Activities that support STEM integration include: (1) Project Based Learning Institutes; (2) Magnet School Assistance Program (MSAP) professional development; (3) working with classroom teachers on developing STEM tasks; (4) demonstration lessons, coaching, and mentoring from Magnet Resource Teachers; (5) LEGO WeDo Robotics Training.

Professional Learning Community (PLC) help to guide and support classroom teachers in STEM implementation in the classroom encouraging. Classroom teachers will learn about: (1) The new literacy, math, and science standards; (2) How to interpret STEM data for traditionally underrepresented groups of students (i.e. girls, minority students, ELLs, and disabled students); (3) How to differentiate STEM instruction to create learning opportunities for all students to ensure equal access to new STEM academic content; and (4) How to develop curriculum units aligned to the new standards.

Common Core State Standards (CCSS): assist teachers in revising curriculum mapping units to align with the Common Core's cognitive demands and its requirement for a greater focus on argument and discourse, our school has received ongoing Professional Development in the following competencies of Danielson's Framework: (1) Designing Coherent Instruction (focusing on the need for deliberate planning related to rigorous learning objectives, links with students' prior knowledge, and student engagement; and (2) Questioning and Discussion Techniques (which engage students in challenging their peers and critiquing others' reasoning). We are strengthening teachers' ability to "ramp up" the rigor of math and science instruction as they align to the Common Core Standards with NYC's math curriculum.

Differentiated Learning: Our school uses technology in innovative ways that, by facilitating both student engagement and differentiated learning, fosters educational equity for all students. Our school provides students identified as having learning disabilities with mandated services, while differentiating instruction to help them achieve at the same level as peers without disabilities. Teachers develop flexible curriculum goals, materials, methods, and assessments that meet the needs of diverse learners. Our school provides the supports and services (e.g., accommodations, assistive technology devices) that will enable them to meet the challenge "to excel within the general education curriculum based on the Common Core Standards."

Cooperative Learning: Our school is committed to increasing student interaction and recognizing the ability to work cooperatively as essential preparation for many types of careers. Collaboration with peers from our school, around the city, and around the world will be an ongoing part of the projects' online and blended learning, including project-based learning (PBL), and both game-based and online modules.

The school leader has a plan and a system in place to support teacher feedback and development through the use of the Danielson Framework, targeted teacher observations, inter-visitations, and the monitoring of teacher practices based on a consistent review of student data.

28Q080 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	592	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	72.1%	% Attendance Rate		92.8%
% Free Lunch	73.6%	% Reduced Lunch		9.9%
% Limited English Proficient	1.3%	% Students with Disabilities		27.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		88.1%
% Hispanic or Latino	7.0%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	0.7%	% Multi-Racial		1.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.25	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.1%	Mathematics Performance at levels 3 & 4		17.2%
Science Performance at levels 3 & 4 (4th Grade)	74.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The school is implementing the CCLS and establishing structures for staff to work collaboratively to develop rigorous units and lesson plans. The prep schedule allows for teachers to plan horizontality and vertically. The prep schedule allows our SwD teachers to meet as a vertical team. Teachers utilized Rubicon Atlas to create and share PBL units. Teachers have created curriculum maps utilizing Google documents. The Magnet Grant has provided an opportunity for teachers to engage in curriculum development that infuses technology in all areas. At this point, teachers are developing a curriculum map that allows teachers to look across the curriculum and make critical connections in Art, technology, and enrichment. Each grade engaged in PBL units that incorporate STEAM. • Daily lesson should reflect evidence of differentiation- Quality Review 2/15.

- Teachers should check for understanding during the lesson- Quality Review 2/15 and Danielson Data 2015
- Professional development should be closely aligned to Danielson Data and data trends-Quality Review and Teacher feedback

Part 2 – Annual Goal

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

By June 2016, there will be a 22% increase in grades 3-5 students meeting or exceeding proficiency levels in mathematics as measured by pre and post mathematics Measure of Student Learning performance tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Educators will provide students with strategically targeted instruction with multiple entry points in rigorous task.</p>	<p>Teachers on all grade</p>	<p>September 2015- June 2016</p>	<p>Administration Magnet Staff</p>
<p>Educators will attend monthly professional development with a focus on designing coherent instruction and engaging all learners in Mathematics.</p>	<p>Teachers on all grades</p>	<p>September 2015- June 2016</p>	<p>Administration Magnet Staff</p>
<p>Teacher teams will review mathematics data and develop instructional strategies to address areas of weakness and enrichment.</p>	<p>Teachers on all grade</p>	<p>Sept. 2015 - June 2016</p>	<p>Administration Magnet Staff Grade leaders</p>
<p>Students will be invited to attend an after school program based upon the performance on the NYC Mathematics MoSL and NYS assessment. All scholars in grades K-5 will have the opportunity to attend Saturday Academy.</p>	<p>All students</p>	<p>Nov. 2015 - April 2016</p>	<p>Administration Teachers Magnet Staff</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>After-school Academy: 1 Supervisor, 15 teachers, 3 paraprofessionals, school aide, curriculum, teacher and student supplies, after-school snack, parental outreach Saturday Academy: 1 Supervisor, 12 teachers, 2 paraprofessionals, school aide, curriculum, teacher and student supplies, breakfast and lunch, parental outreach Teacher Team Inquiry: teacher involvement, professional development and resources, instructional coaches, mentors, teacher supplies and copies of student documents when requested.</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		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	X		Other	

Part 5 – Progress Monitoring

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

Instructional cabinet will utilize the assessment calendar for the 2015- 2016 school year to monitor student progress. In September, the Math Instructional Team, MIT, will meet to review the MOSL post data and develop clear instructional targets. During the bi-weekly data meetings, teachers and administration will examine student data and refine teacher practice. Administration will track and monitor progress with Google documents. Every six to eight weeks the instructional cabinet and Mathematical Instructional Team will exam data and track progress. Teachers will be provided with professional development to support the findings of the MIT and Instructional Team. In February the team will administer a midpoint benchmark and meet for a midyear check point to adjust the calendar if necessary, examine data and track progress in meeting the goal by May of 2016.

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.

2013-2014 School Snapshot Report reflects that 44% of the teachers feel that order and discipline are maintained at this school. A review of the Online Occurrence Reporting System, OORS, data reflects that over 50% of the incidents were occurring in the classroom. School has introduced ClassDojo which has improved communication between the parents and the staff. Teachers have received training on LSCI- Life Space Crisis Intervention. In addition, the school has secured a full time guidance counselor. The school will decrease incidents in the classroom by providing professional developments for teachers and increasing parent outreach communication to be proactive in changing behaviors. In turn this will increase the percent that teachers feel that order and discipline are maintained in the school. This will be tracked and monitored through safety meetings and incidents logged into OORS, and the professional development plan.

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.

In order to improve the school’s approach to culture-building so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals, we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2016, there will be an increase of 11% in the Collaborative Teachers and Trust components of the components of the Framework for Great Schools as measured by quarterly parent, teacher and student surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During monthly meetings with School Leadership Team/Parent Teacher Association we will discuss and implement initiatives designed to improve the school culture and increase trust. SLT will develop workshops for parents/families around parents and staff members needs .</p>	<p>Families</p>	<p>Sept. 2015- June 2016</p>	<p>SLT, PTA and SAT department</p>
<p>Community Conversations will be held monthly to get a pulse of what each stakeholders are looking for to build trust and hear their concerns.</p>	<p>Families, Educators</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Parent Coordinator, and PTA Executive board</p>
<p>Monthly administration will engage staff in school wide conversations around school wide issues and develop action plans.</p>	<p>Staff</p>	<p>Sept. 2015 - June 2016</p>	<p>Administration and Staff</p>
<p>Student government will meet twice a month with administration to engage in decision making conversations.</p>	<p>Educators Students</p>	<p>October 2015 - June 2016</p>	<p>Administration and Staff</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>Professional development books on working with boys. School Leadership Team/ Parent Teacher Association: SLT and PTA members, Supplies, Workshops, Parent Volunteers, ID cards and vests and parent coordinator</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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In September 2015, school will complete a needs assessment from the staff and parents. The need assessment will be aligned to the NYC survey. In January 2016, students, parents and teachers will complete a survey to assess the school’s progress in meeting the goal. The survey results will be analyzed to determine any areas that have not met</p>

the 81% satisfaction rate. We will create an comparison chart from last year ORS data and 2015 data to look for trends and patterns. Three times a year we will have a DOJO celebration.

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.

A review of our ELA 2014 data and MoSL writing data, reflect writing as still an area of challenge for our school. Less than 5% of our students received full credit for the writing prompt. Our MoSL data reflected that our scholars were performing below our network. The current NYS ELA assessment data show that our students are not receiving full credit in the constructive response portion of the assessment.

Part 2 – Annual Goal

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

By June 2016 60% of students will improve by a minimum of one (1) level in Trait 1 as measured by the New York City Performance Task in writing.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Collaborative Teacher Teams will use an inquiry approach and the work from Driven by Data, along with protocols, to analyze student work and identify next steps for instruction; parents will receive progress reports at regular intervals during the year so that they are aware of their child’s progress</p>	<p>Teachers, K-5 Students, parents</p>	<p>Sept. 2015- June 2016</p>	<p>Teacher Team Leaders/ Administration</p>

Educators have been trained in using Thinking Maps.	All Teachers	Sept. 2015 - June 2016	Administration Magnet Staff Teachers
Educators and administrators are attending Teacher's College Writing Workshops at Columbia University. Teachers will utilize TC Units of Study to support the teaching of writing.	Lead Teachers on grades K-5	Sept. 2015	Administration Teachers Magnet Staff
Students are participating in the Teacher's College Writers Workshop.	Students	Sept. 2015 - June 2016	Teachers Administration Magnet Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Common preps to support inquiry work, Professional book clubs on writing- TC Units of Study, Teacher lead PLCs											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Instructional Cabinet will utilize the assessment calendar to monitor and track progress. Teachers and Administration will engage in bi-weekly data meetings to refine teacher practice. Every six –eight weeks the Literacy Instructional Team will examine one of the three CCLS writing genres to look for trends. After reviewing the trends, professional development workshops will be established to support all staff members. Progress charts and Trend charts will be created for each grade to track progress. Students will take a February Performance task in writing to determine progress towards meeting the 60% of students improvement in trait 1. Based on the analysis of the data collected AIS will be offered to students who are in need.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

As per the Elementary School Quality Snapshot, 56% of the teachers believe that the leaders of this school place a high priority on the quality of teaching. As per the 2013- 2014, survey 45% of the teachers do not feel supported by the principal.

- Administration has created monthly town hall meetings for the staff members to share their concerns.
- Administration has modeled lessons on literacy and mathematics.
- Weekly news congratulates staff members for great accomplishments.
- Feedback cycles have created an opportunity for staff members to engage in professional conversations about student work.

Part 2 – Annual Goal

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

By June 2016, 75% of the teachers will have engaged in at least three data meetings to discuss trends, patterns, and next steps with the principal. After each session, teachers will have the opportunity to complete a survey about the data meeting and provide the principal with suggestions to improve the cycle. Survey data will be utilized to provide support for staff. By February a mid-year check point will review the percent of teachers who have engaged in data meetings and the feedback from the survey to review and alter action plans in order to meet the goal 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 parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Utilizing the work of Uncommon Schools and Driven by Data individual data meetings will be established to discuss class data.</p>	<p>All staff members</p>	<p>October 2015- May 2016</p>	<p>Principal Administrative team</p>
<p>Instructional Cabinet will review findings from the DDI meetings.</p>	<p>Magnet Coaches LIT team Administrative Cabinet</p>	<p>October 2015 –May 2016</p>	<p>Administrative Cabinet</p>
<p>Vertical teams will meet to examine data and identify trends and patterns.</p>	<p>All staff members Magnet Coaches</p>	<p>October 2015 –May 2016</p>	<p>Administrative Cabinet, Team leaders, and Magnet Coaches</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>Prep coverage for meetings, Magnet coaches, Common Prep, Teacher Teams</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		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	X	Other

Part 5 – Progress Monitoring

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

Every 4-6 weeks One-to-One data meetings will happen. The principal and classroom teachers will discuss ELA data and examine trends, patterns and next steps. The assessment calendar will clearly outline the time and date of the meeting. The principal will monitor effective of meeting through teacher lesson plans that use the data to inform their instruction, group their students and increase student performance on assessments.

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.

Events that focus on curriculum and student data are attended by less than 2% of our parent population. PTA meetings are attended by less than 5% of our parent population. Positive parenting meetings are attended by less than 5% of our parent population. Parent are not attending meeting that will help them to understand what is happening in the school and how they can help to make the school great.

Part 2 – Annual Goal

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

In order to collaborate with families as full partners in the learning and development of their children we will conduct bi-monthly community conversations and curriculum overview. By June 2016, the number of parents attending curriculum related meetings will increase by 5% as measured by attendance sheets.

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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • 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. 	All Parents	September 2015 – June 2016	Technology Team Magnet Team Instructional Cabinet

languages to improve communication with our families in their native language.			
Administration, PC, and Support Staff members will conduct bi-monthly community conversations, curriculum overview and parent academy	Parents	Sept. 2015 - May 2016	Administration Parent Coordinator
Weekly Parent Engagement events to support the curriculum, Magnet Theme, and schools' needs	Parents	Sept. 2015 - June 2016	Administration Parents Coordinator Teachers
Monthly positive parenting workshops and Magnet Theme based workshops	Parents	Sept. 2015 - May 2016	Guidance Parent Coordinator

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.											
School funds, Skedula online parent, Parent Coordinator, Magnet Coaches, Administrative Staff											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Every month the Instructional Cabinet and PC will review the attendance sheets from the Community Conversations and Monthly Curriculum Overview. In December, the instructional cabinet and PC will reassess the goal. A midyear benchmark in February will occur to assess progress for the goal to be met by June of 2016. Administration, support staff members, and the Parent Coordinator will refine meeting structures based on February data.
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)	We use New York State ELA and Math Assessments, Running Records, MOSL Writing and Math Assessments as a measure for providing support services. Teacher observation and recommendations are also criteria for determining AIS services.	ReadyGen is used to provide AIS for our scholars. We utilized Leveled Literacy and Foundations for small group instructions. Our overall instruction is built on strategy and skill lessons utilizing the workshop model.	We have afterschool small group instruction for scholars in grades 2-5. Students in grades PK- 2 receive small group instruction from the push-in pull-out teacher and/ or para-educators. Teachers engage scholars in small group strategy and guided reading lessons. We have pull out and push in services. Scholars in grades 3-5 have a one –to- one match for technology and are provided with an opportunity to engage in target intervention on MYON.	We offer an afterschool program for scholars in grades 2-5. During the school day, teachers and Para educators provide AIS services. AIS Scholars in grades K-1 receive a double dose of Foundations
Mathematics	We use New York State Math Assessments, Running Records, MOSL Math Assessments as a measure for providing support services. Teacher observation and recommendations are also criteria for determining AIS services.	Go Math interventions are used to provide AIS for our students. We provide our students with an opportunity to engage in real word task. Students utilize manipulative and interactive peer discussion. Our overall instruction is built on strategy and skill lessons utilizing the workshop model.	We have after school small group instruction for students in grades 2-5. Students in grades PK- 2 receive small group instruction from the push-in pull-out teacher and/ or para-educators. Teachers engage scholars in small group strategy and guided lessons. We have pull out and	We offer an after school program for scholars in grades 2-5. During the school day, teachers and Para Educators provide AIS services.

			push in services. Scholars in grades 3-5 have a one-to-one match for technology and are provided with an opportunity to engage in target intervention on IXL.	
Science	We use New York State Assessments, Running Records, MOSL Math Assessments as a measure for providing support services. Teacher observation and recommendations are also criteria for determining AIS services.	Embedded in ELA and Mathematics Lessons. Engineering is Elementary is utilized in all grades. Skills and Strategy Lessons are utilized to reinforce key concepts. Also, teachers have created PBL units that have Science and Social Studies embedded into the units.	We have after school small group instruction for students in grades 2-5. Students in grades PK- 2 receive small group instruction from the push-in pull-out teacher and/or para-educators. Teachers engage scholars in small group strategy and guided lessons. We have pull out and push in services. Scholars in grades 3-5 have a one-to-one match for technology and are provided with an opportunity to engage in target intervention utilizing technology.	We offer an after school program in the spring for scholars in grades 3 and 4 with a focus on Next Generation Science Standards. During the school day, teachers and Para Educators provide AIS services to support key concepts.
Social Studies	We use New York State Assessments, Running Records, and MOSL Assessments as a measure for providing support services. Teacher observation and recommendations are also criteria for determining AIS services.	Embedded in ELA and Mathematics Lessons. Skills and Strategy Lessons are utilized to reinforce key concepts. Also, teachers have created PBL units that have Science and Social Studies embedded into the units.	We have after school small group instruction for students in grades 2-5. Students in grades PK- 2 receive small group instruction from the push-in pull-out teacher and/or Para-educators. Teachers engage scholars in small group strategy and guided lessons that have the Social Studies embedded into the PBL units, ELA, and Math units. We have pull out and	During the school day, teachers and Para educators provide AIS services.

			push in services. Scholars in grades 3-5 have a one-to-one match for technology and are provided with an opportunity to engage in target intervention utilizing technology.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We utilize Class Dojo, ILog, OORS, and teacher reports to determine AIS services.	Counselor follows the ASWCA standards and ASCA standards and practices providing students with real world situations and solutions. CASEL Wheel is utilized with all risk students. We engaged the scholars in Character Education. In addition, we utilize peer modeling to support our at-risk scholars.	Small groups, one to one, push in, pull out, and peer-to-peer mediation is utilized to deliver services to our at-risk students.	During the school day, scholars receive at risk services from the Guidance Counselor, School Psychologist, and Social Worker in the Reflection Room.

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>The school works closely with the HR point person in identification of highly effective qualified teachers. We attend the DOE hiring fairs, utilize the Open Market system and other DOE tools to gather resumes of prospective candidates. We ensure our hires have the proper credentials prior to interviewing. We request prospective teachers to bring a portfolio and be able to talk to it. We have also contacted the local colleges and universities for candidates to do their student teaching and then we have an impact on training and exposing them to the profession. We also support our paraprofessionals who are continuing their education to help them learn and become master teachers. Teachers with less than three years' experience are provided with a mentor. Our mentors are trained by the NYC DOE Mentor Program and New Teacher's Center with a focus on the 21st century skills. In addition, we provide training from Buck Institute, Paideia, Boston Children's Museum-EIE, and New York Historical Society to support our Magnet Theme.</p> <p>Master Teacher will provide monthly professional development for para educators. Para Educators will receive certificates for completing online training.</p> <p>We support retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The administrative team works one to one with each teacher to identify areas of support, concern and next steps. A professional plan of action or discussion is in place to help the teachers grow professionally. Teachers have access to computers, laptops, Smartboards, tablets, supplies and online training from TEQ, Illustrative Mathematics, and New York Institute of Technology. We are committed to retaining our teachers, encouraging them to participate and developing a trust and love of teaching. We provide tenure information for our untenured teachers and help them to visit best practice classrooms and take back some strategies for success.</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>All staff receives professional development that enables our students to meet Common Core Learning Standards. We employ the following strategies:</p> <ul style="list-style-type: none"> • Provide mandated professional development on the Mondays and Tuesdays for teachers and paraprofessionals • Professional Development team plans and executes professional development on Mondays-they bring in professionals, present specific topics from a survey they provided to staff and assign webinars and videos for staff.

Provide focused Professional Development on the CCLS, PBL Instruction, and Writing across the Content so that

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.).

We have an open house where the parents and students can come and take a tour of the building. The Kindergarten teachers speak about the expectations in Kindergarten and do hands on workshop with the parents and incoming students. Our Magnet Specialists work with a Magnet 3 Recruitment Specialist to develop partnerships with the local day care centers. We conduct monthly open house. We also prepare a "Getting Ready for Kindergarten" packet that is given to our parents at registration with a few items they need to work on with their children.

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.

Teacher teams meet regularly and make instructional decisions that impact the entire school community. Teachers have the leverage to make decisions about assessments in their grades and classes to measure student progress. We have a Data Instructional Team, Literacy Team, and Mathematics team that meet and discusses the results of the state assessments, reviews the various types of assessments that can be used to measure student learning and decides what the school will use as a measure. This team meets with the total staff body and discusses their decisions to make everyone aware of the focus grade, the type of assessment and how we need to improve instruction to improve results.

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	260,666.00	X	X
Title II, Part A	Federal	35,677.00	X	X
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,013,885.00	X	X

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Thurgood Marshall Magnet School of Multimedia and Communication - Public School 80Q, 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. Thurgood Marshall Magnet School of Multimedia and Communication - Public School 80Q 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, Progress 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)

[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 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 will 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 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.

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 080
School Name Thurgood Marshall		

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 K. Cox	Assistant Principal B. Locust, M. Lockwood
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher F. Chen	School Counselor Ms. Christie
Teacher/Subject Area Ms. Johnston	Parent
Teacher/Subject Area K. Leudersdorff	Parent Coordinator V. Byrd
Related-Service Provider	Borough Field Support Center Staff Member J. Metz, P. Galvez
Superintendent M. Muniz-Sarduy	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	507	Total number of ELLs	13	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 checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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	13	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	1
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	

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	8			5						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The assessment tools used at PS80 to identify early literacy skills in ELLs include Running Records, MOSL for Math and ELA, Baseline pre-assessment in Go Math, unit assessment in Go Math, TC for writing, and Ready Gen for reading. Data from assessments indicate that ELL students need support in acquiring phonemic awareness, reading and oral expression skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns do not appear in the data as last year we only had 7 students receiving ENL services and varied in scores, levels and grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- 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?
b. We use periodic assessment data to prepare all our ELL students for the NYSESLAT,
c. From periodic assessments, we are able to see patterns in students' performance, thus allowing us to utilize it towards planning of instruction.
- 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](#).]

ELL students who are at-risk or academically challenged get additional support through a research-based intervention service, a tiered RTI educational system that meets every student's educational needs. The RTI team meets every 2 weeks. The team consists of two speech teachers, IEP teacher, Guidance Counselor, psychologist, and AP of Special Education. RTI has 3 tiers; Tier 1 is for 9-12 weeks with intervention given in the classroom. 5 strategies are used and tracked and monitored and returned bi-weekly for review with the team and feedback given to the teacher on progress, little progress or no progress and next steps. Tier 2 occurs after a letter of consent is obtained and the student receives pull-out services twice a week for a period to work on skills of need for 9-12 weeks. Tier 3 occurs after a consent letter is obtained from the family and the student is scheduled for pull-out service 3 times a week to work on the skills of need for 9-12 weeks. For Tier 2 and 3, a progress tracker is still used and reviewed when the team meets bi-weekly. Additionally a teacher report is obtained at the beginning of each tier.

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

The development of the spoken forms of language are essential for second language learners as a bridge to the more academic language associated with learning in school, and with the development of literacy. Thinking aloud, accountable talk, "exploratory talk", and collaborative work provide the conditions that foster second language development. A teacher plans contextual lessons that require ELLs to focus on the ways they express themselves, which in turn pushes them to produce more comprehensible, coherent, and grammatically correct language.

7. For dual language programs, answer the following:

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

N/A

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

The ongoing data analysis of the ELLs' progress and failures are regularly addressed during bi-weekly RTI meetings, grade conferences and ongoing in-class observations. Once the problem areas are identified, necessary strategy shifts are discussed and applied to accommodate every ELL's diverse needs.

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.

At the time of registration at P.S. 80, students and families are given the HLIS in their native language to identify what language is spoken at home. An informal interview is then conducted by a certified professional. Based on the HLIS information and interview, a decision is then made as to whether the student is eligible or not to take the NYSITELL. The NYSITELL will determine the placement level of the student. If they score below Commanding, they will receive ELL services. A Spanish LAB-R is given to students who score below the Commanding level and if their home language is Spanish.

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).

The pupil personnel secretary assists to identify SIFE students and if identified our IEP teacher will screen the student for levels.

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).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Entitlement and Non-Entitlement letters in both English and native languages are sent to ELL students' homes and copies are also made for reference.

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 right to appeal ELL status is explicitly stated in the Entitlement letters that are sent to parents. On the letters, the ENL teacher's name and contact number is listed. Parents are asked to call if they have any questions or concerns.

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.

Once a student scores below Commanding on the NYSITELL, their parents are immediately notified of this with an Entitlement letter that is sent home. The letter informs them of their child's score on the NYSITELL and also invites them to attend the Parent Orientation. A translator is invited to the orientation if the parents need one. During the Parent Orientation, the ENL teacher and Assistant Principal greets the parents and provides some information about PS80 and the Freestanding ENL program. The ENL teacher lets the parents know that their child will be placed in a program within ten days of enrollment. She also explains about the NYSITELL and NYSESLAT. The program selection video is shown in their native language, providing a more in-depth explanation of the three available programs in New York. The "Guide for Parents of English Language Learners" is distributed to the parents in their native language. The ENL teacher and translators will then help parents fill out the program selection form in their native language. The ENL teacher and Assistant Principal answers all parents' questions and addresses their concerns during the orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Assistance from the ENL teacher and a translator is offered during the Parent Orientation to help parents fill out the Parent Survey and Program Selection form. They may also choose to bring it home and fill it out themselves. If the letter is not returned in a timely manner, a staff member who speaks the student's native language is asked to call parents to remind them that the letter must be returned as soon as possible. A 'Selection Form Not Returned' letter is also sent home. If after all efforts the letter is still not returned to school, the student is placed in the ENL program by default.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. PS80 is aware of all the parents who attended the Orientation from the sign-in sheet. The ENL teacher will check the sheet and verify that she is in receipt of all the Parent Survey and Program Selection forms from the parents. If not, a school staff member will call and remind the parents. A 'Selection Form Not Returned' letter will also be sent out at the same time.

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

After the parents have made a selection and returned the Parent Survey and Program Selection form, the child is placed in an ENL class and a Placement letter is then sent home in both English and their native language. Copies are made for reference.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The HLIS can be found in the students' cumulative folder. A copy of their Non-entitlement or Entitlement letter is also placed inside.
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.

In the Spring, students will take the Listening, Reading, and Writing part together in a classroom, grouped by their grade band level. The Speaking section will be administered to students individually, with no other students nearby.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. If a student scored lower than Commanding level on the NYSESLAT, he/she will continue to receive ENL services. A Continued Entitlement letter is sent home in both English and their native language. Copies are made for reference.

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).

Upon reviewing the Parent Survey and Program Selection forms for the past few years, the main trend in program choice was determined to be a free-standing ELL program.

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.
At PS80, stand-alone and integrated ENL is implemented through a push-in an pull-out model. The ENL teacher works cooperatively in collaboration with the mainstream teachers to ensure ELL students' progress.
 - 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)?
At PS80, the Assistant Principal and ENL teacher has created a servicing schedule that ensures all units of study and staffing requirements are met for ELL students, through both integrated and stand-alone ENL. a. An ENL servicing schedule is created with the necessary instructional minutes required per week. Students in the Entering level require 360 minutes, with 180 in a standalone setting and 180 in an integrated setting. Students in the Emerging level require 360 minutes, with a minimum of 180 in an integrated setting and 90 in a standalone setting. Students in the Transitioning level require 180 minutes, with a minimum of 90 in an integrated setting. Students in the Expanding level require 180 minutes in an integrated setting. Lastly, students who scored in the Commanding level will receive 90 minutes of support in either a standalone or integrated setting.
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.
Students receive targeted instruction in the content areas of Literacy, Math, Social Studies, and Science in connection to the themes and topics taught in the mainstream classroom. To meet the demands of Common Core Learning Standards, teachers scaffold their instruction by modifying lessons and assignments, providing visual aids, prompts, and reviewing vocabulary related to the content. Group and pair work is used so students can help and learn from each other.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The English language acquisition in all four modalities are assessed both formatively and summatively throughout the school year. These include but are not limited to reading together, listening in on their peer discussions and responses in class, analyzing their papers, and conferencing.
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 statusIf a student is identified as SIFE, he/she is paired with a higher level student to work as a team to ensure his/her academic language development. Newcomers are paired with a long-term ELL for support. This buddy system for all students create a teaching/learning atmosphere in which each individual can benefit and learn. Teaching based on prior knowledge and cultural experiences help by relating this knowledge to academic learning in a new language and culture. At the same time, they are developing language awareness and critical literacy. Former ELLs continue to receive additional balanced support and would flourish more in an integrated setting, where they can practice language and sharing ideas with students in their grade level. Both whole class instruction and one-to-one intervention is provided to all ELLs, with more one-to-one focused towards SIFE and newcomers.
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.

principal will review the decision within 6-12 months after the re-identification has been established to ensure that the student's academic progress has not been adversely affected by that decision. The principal will gather a qualified staff along with the parent/guardian and the student. They will then consult with each other and decide if the student's academic progress has been adversely affected. If so, the principal is responsible to provide additional services and may reverse the determination within the same 6-12 months time period. If the principal decides to reverse the ELL status, then she will notify the superintendent.

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?
 Read aloud and shared reading strategies, visual aids and prompts are used to help support ELL-SWDs. Graphic organizers are useful because they allow them to organize their thoughts. ELLS-SWDs also have a better understanding when the teacher models paragraph structure in writing.
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?
 A tiered system of instructional support based on demonstrated needs of the student is tailored for every SWD student. Students with special needs receive all related services as per their IEP by a cooperatively working team of teachers. Instruction for ELL-SWDs is provided at the Tier 1 instructional level. If their scores indicate the need for more targeted and intensive support, they move to Tier 2 and Tier 3. As students' assessment data indicates a significant progress, the extra support is removed.

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

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

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> 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.

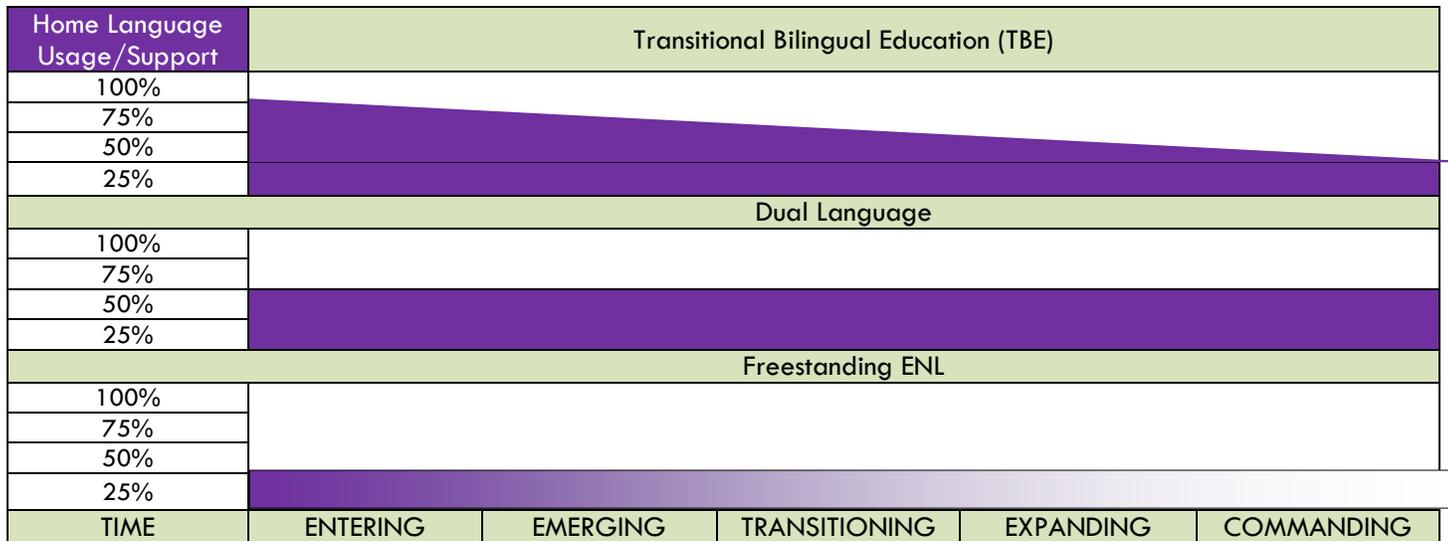


*Note: “other approved services” does not apply to New York City at this time.

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. Content-based ESL is not only important for developing academic language skills, but is also inherently more interesting to ELL students than classes that focus on language only. Content areas present numerous topics related to a variety of personal interests. In content area ELLs learn to use information in a variety of ways, including oral and written observation, description, classification, interpretation, and evaluation. Reference literature, dictionaries, computer technology provide extensive hands-on and interactive experiences for ELL students that goes beyond the acquisition of subject-specific vocabulary and factual knowledge. ELL students observe the teacher explaining and modeling the strategy, and they are given opportunities to practice the strategy with ordinary classroom tasks. The teacher advises students on how they can apply the same strategy across curriculum and in different learning situations. ELLs learn to apply the skills they learned to understand, discuss, read about, and write about the concepts developed. Content teaching provides a context for teaching students learning strategies that can be applied in the grade-level classroom. ELLs are provided with hands-on and cooperative experiences, lesson topics are linked to student's prior knowledge, students are taught to use technical vocabulary appropriate for the content subject, the teacher addresses different student learning styles, students are taught to "know when they don't know" - and what action to take. They are provided with books, articles, and other resources on content area topic and they learn how to use them. Additional instruction is provided in the classroom as well as in a separate setting by the RTI teachers team.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is differentiated and tailored to meet every ELL student's diverse language needs. The content area topics are incorporated into the curriculum and are important for the grade level of a student. It provides for the development of new knowledge and skills. Specific topics are adjusted for students whose previous schooling has been interrupted and who are not at grade level. The teacher makes assessments of a student's prior knowledge about a subject and then builds upon this previous knowledge by providing a student with experiences that develop new concepts, expand previous ones, and trace relationships between concepts. The teacher models higher-order thinking skills. Students learn to ask and answer higher-level questions about the content being studied. They learn to speculate, predict, synthesize, and make judgments about the content material they are learning. Teacher monitors ELL students' comprehension of the content and progress. Students learn to monitor their own comprehension. ELL students learn to understand the most important concepts, they practice the major skills and processes, and learn to use the language associated with this concepts and processes to prepare them for the content of the all-English curriculum.
12. What new programs or improvements will be considered for the upcoming school year?
N/A
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At this point, PS80 does not offer any after-school programs. Cooperative and hands-on group activities prove to be effective in providing ELL students with experiential learning opportunities. ELL students have access to a variety of content resources in the classroom. Grade-level books, library books, articles, pictures, software are used by ELLs as a reference tool as they work on projects and reports. They learn how to locate specific information in resource materials even if their ability to comprehend the entire text is limited.
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.
- Literacy by Design, Ready Gen, Interactive ELL software ,
Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY
- Strategies to Achieve Reading Success, Curriculum Associates, Inc
 - Focus On Reading Strategies (leveled), Perfection Learning Corp.
 - Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
 - Harcourt, ELL-Level Kit: Fictions and Nonfiction books
 - Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
 - Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
 - Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)
- Fiction and Nonfiction books are in the library of every classroom, as well as the school library. ELLs are also encouraged to use interactive websites such as Starfall.com. PS80 also uses ReadyGen, IXL, MyON for electronics. All students in grades 3-5 have access to computers in their classroom and all students in grade K-2 have access to iPads and the computer lab.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language is supported through the building up on their prior knowledge and culture to help foster overall language acquisition. ELLs are provided with reading materials in their native language. ELL-SWDs receive additional help from paraprofessionals who speak their native language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Teachers keep in mind the ELLs' age, interests, and reading abilities to make sure that the reading and writing materials they choose give students "a reason for turning pages". Some materials are aimed to extend a student's reading skills, and thus being a little ahead of the student's reading ability. Others intend to be a part of an up-to-level reading program that builds bridges into the text and enables students to read fairly independently (leveled books, genre types, etc).
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
P.S. 80 does not offer programs before the beginning of the school year:
19. What language electives are offered to ELLs?
P.S. 80 only offers an integrated push-in and standalone pull-out ENL program. Parents are advised on other programs in the District and Region and the ways to accommodate their children's language needs
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.)
Our ELL teacher is a shared teacher. She works Tuesday's and Wednesday's at our school. She participates in PD on Monday's at her home school and PD is offered for outside PD by the P weekly and teacher's page. She also participates in teacher teams on Tuesdays.
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 is offered through the teacher page and in alignment with multiple entry points, differentiation of learners and UDL.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Guidance counselor meets with all 5th grade students transitioning along with the ENL teacher meets with all families to assist in the transition.
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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
At P.S. 80 staff and the ESL department make sure that no parent of an ELL student is left behind or has little or no understanding of the procedures and events taking place at school since parent involvement is an indispensable part of their child's success. Parents participate in Open School events, PTA Meetings and workshops. In-house interpretation and translation services provide parents with instant access to information about their child's educational options. This makes parent involvement possible thus helping to increase parents' capacity to improve their child's achievements.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Orientaion, parent engagement, parent workshops are currently in the process of being planned.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No but we would like to but need the resources.
5. How do you evaluate the needs of the parents?
Through the parent survey, the home language survey, the parent outreach by teachers and workshops.
6. How do your parental involvement activities address the needs of the parents?
We survey the needs and wants and work to address all needs and wants.

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.
N/A

Part VI: LAP Assurances

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)
K. Cox	Principal		10/21/15
M. Lockwood	Assistant Principal		10/21/15
V. Byrd	Parent Coordinator		10/21/15
F. Chen	ENL/Bilingual Teacher		10/21/15
	Parent		
K. Leudesdorff	Teacher/Subject Area		10/21/15
	Teacher/Subject Area		
R. Johnston	Coach		
D. Hasapis	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q080** School Name: **PS 80 Thurgood Marshall Magnet ...**
Superintendent: **M.**

Before you begin, please check the following:

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

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

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

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

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

During registration parent are asked to complete a home language survey. If they put anything other than English the ENL teacher or Supervisor sits and meets with the family to speak about ENL service and schedules a parent orientation. The Pupil Personnel Secretary has access to all the ATS reports and gives these report to the part time ENL teacher when requested. The Emergency Contact forms are filled out for each of our students at the beginning of the school year or at registration. The cards are housed in the main office for staff to access when necessary. The school completes the City wide school survey and surveys are given at some specific parent workshops. ENL workshops are help during parent engagement time on Tuesdays from the ENL teacher. We currently have 15 ENL students in the building.

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.

1. (6) Arabic - written and oral communication preferred.
2. (6) Spanish- written and oral communication preferred.
3. (2) Haitian - Creole : Written and oral communication preferred.
4. (1) UD - written and oral communication preferred.

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.)

News letters, Calendars, Parent- teacher Conference Announcements, New York State Testing Dates, After School Program Information, Letters from School Leadership.

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.

Meet the teacher night; Grandparents Day, Parent Teacher Conferences, Positive Parenting Workshops, Community Conversation and Principals Town Hall; Parent Orientation: Open Houses. The Attendance Teacher does also call home and make home visits when necessary. The Guidance Counselor calls home and is at dismissal each day. The Parent Coordinator and AP are also available at arrival and dismissal each day to meet with families.

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.

The school has utilize the BIG WORD for translation services for 2 IEP's to be completed this year already. The school will continue to provide in house translation services where we are able to provide the service and will utilize the Translation and Interpretation unit as well. Documents are sent for translation throughout the year for our families. Documents are created and sent to be translated at least a week in advance.

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.

We do have inhouse staff that is able to translate in some of the languages needed. Another languages needed the family is taken to the SAT room and translation services is called to assist in translating the conversation.

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 has received an email regarding translation services for parents. The SAT team was asked to post the information and provide assistance when necessary.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The parent coordinator works to ensure all these requirements are at the front of the building visible. The are current and available.

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)

All families will be given the school survey and outreach will be made to ENL families with translation services available for them to complete the survey. Community Conversations is another forum used to gather feedback from the parents on the quality of the services.