

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

**DBN: (i.e. 01M001):**                   **27Q105**

**School Name:**                       **P.S. 105 THE BAY SCHOOL**

**Principal:**                             **LAURIE SHAPIRO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: THE BAY SCHOOL School Number (DBN): 27Q105  
Grades Served: PREK – GRADE 8  
School Address: 420 BEACH 51 STREET FAR ROCKAWAY, NEW YORK 11691  
Phone Number: 718-474-8615 Fax: 718-474-8841  
School Contact Person: LAURIE SHAPIRO Email Address: LSHAPIR@SCHOOLS.NYC.GOV  
Principal: LAURIE SHAPIRO  
UFT Chapter Leader: THERESA PEPE  
Parents' Association President: LOLITA MILLER  
SLT Chairperson: THERESA PEPE  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): LOLITA MILLER  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 27 Superintendent: MARY BARTON  
Superintendent's Office Address: 82-01 ROCKAWAY BLVD. OZONE PARK, NEW YORK 11421  
Superintendent's Email Address: MBarton@schools.nyc.gov  
Phone Number: (718) 642-5770 Fax: (718) 348-2994

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilkes  
Director's Office Address: 82-01 Rockaway Blvd. Ozone Park, New York 11421  
Director's Email Address: MWilks@schools.nyc.gov  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

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

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

### Directions:

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

| Name             | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|------------------|---|-------------------------|
| LAURIE SHAPIRO   | *Principal or Designee  |                         |
| THERESA PEPE     | *UFT Chapter Leader or Designee   |                         |
| LOLITA MILLER    | *PA/PTA President or Designated Co-President  |                         |
| SABRINA COLLINS  | DC 37 Representative (staff), if applicable   |                         |
|                  | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | CBO Representative, if applicable   |                         |
| HEATHER RUSSO    | Member/TEACHER  |                         |
| KRISTIE IPPOLITO | Member/TEACHER  |                         |
| CHERYL CLEOPHAT  | Member/ PARENT  |                         |
| WILLIE JONES     | Member/ PARENT  |                         |
| NICOLE WALKER    | Member/ PARENT  |                         |
| EVA MARIN        | Member/ PARENT  |                         |

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

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

The mission of P.S./M.S. 105Q is to utilize all available resources to prepare students to meet high quality, challenging standards of excellence. It is our goal to put on students on the pathway to success by preparing students for College and Career; we instill the habits that are necessary for academic and social achievement. Our positive attitude fosters a climate that motivates both staff and students to perform with enthusiasm! Each day our students are engaged in learning the Common Core Standards as we prepare them to be college and career ready. Our staff and administration work hard to bridge the gap between school, family, and community through trips, school events, and parent workshops. It is on this statement that we build our educational foundation and philosophy for all our students.

Our school is Pre-Kindergarten to Grade 8 located in Far Rockaway, New York. 95% of the children who attend the school are African American and Hispanic and 5% are Caucasian and Asian. This diversity helps to create a rich, cultural environment. Our English Language Learners (ELL) comprises 5% of our population, while students with disabilities (SWD) make up 19%. There are forty classes in the school that are grouped heterogeneously with the exception of the ARP classes in the middle school. Statistically our schools population is an at-risk population; we continuously strive to close the achievement gap by providing an engaging positive learning environment for our students.

Our instructional focus this year is: "Engaging students in authentic content and text-based discussions". Our instructional focus calls for students to be genuinely involved in conversations that foster questioning for deeper understanding. Teachers model how to ask thought-provoking questions; students are expected to use these techniques in their group discussions. Student engagement in discussion involves varied student-to-student interaction and learning. This is accomplished through strategies such as Turn n Talk, Save the Last Word, and partner reading. Students are being prepared for College and Career, one such successful habit is implementing self-assessment. Teachers have access to a variety of materials for instruction including computers and software via the UFT Teacher Center and the Robin Hood Library.

One of our strengths is professional learning opportunities. We are committed to raising the level of expertise and expand content knowledge of the staff. As a result, our professional learning opportunities ensure that all educational and professional needs of the staff are met. Our Professional Learning Committee meets and discusses the needs of staff members, as they are key stakeholders in their own learning. Staff needs assessment surveys are conducted throughout the year to plan professional learning opportunities. Each Monday, quality professional development is tailored to meet those needs. Additionally, our UFT Teacher Center, serves as a professional development support to the school. Its primary goal is to promote teacher excellence and student achievement. The Teacher Center specialists supports the administrators' professional development initiatives, provides in-classroom support, plans and conducts differentiated workshops for teachers and parents; coaches individual teachers on researched-based classroom strategies practices; and engages them in research based literature that expands their pedagogical knowledge.

Each month we engage in other professional learning through our teacher teams. During our team meetings, all staff is actively involved in looking at student work, designing formative assessments and discussing implications for instruction and deciding on the steps that will take the student to the next level.

All teachers are encouraged and selected to attend off-site professional development given by the DOE, the UFT Teacher Center and/or other contracted organizations. All are expected to turnkey the information to the staff during Monday and Tuesday PDs. This year, as in former years, our staff collaborates and shares best practices with each other in order to build capacity and improve their pedagogical skills.

The administrators, Teacher Center specialist or presenters from CBOs such as LIJ COAST, a behavioral support program, conduct monthly parent workshops. Some of the professional learning opportunities are geared toward our Literacy and Mathematics programs, NYS Assessments, Special Education, English Language Learners, Senior Requirements, and Internet Safety. It is encouraging to see the level of collaboration and commitment to professional learning from the staff. Therefore, we will continue to improve our level of expertise in all academic and social areas.

One of our greatest accomplishments this year was moving our students who were identified by their NYS tests results as being in the **“lowest third”** . According to the School Quality Snapshot and the School Quality Guide 2013 – 2014, those students made tremendous growth in both ELA (79.0%) and Math (75.0%). We look forward to raising their level of achievement even more this year.

We have some challenges that have been addressed in the past but still prevail today. One such challenge is parental involvement. Although we plan numerous professional development workshops, parent meetings with teachers, and keep a line of communication open, we seem to lack the commitment of at least 60% of our parents. Our parent coordinator reaches out to parents through monthly calendars, phone relays and notices, e-mails and face-to-face canvassing, however, the responses are generally poor. We will continue to reach out to parents and invite them in to the school to meet with teachers on Tuesdays during the designated parent engagement time and at other convenient times. We are proud that our school is in good standing. As a team we continuously strive to provide our students with the tools they need to be college and career ready. We are always learning together to improve our knowledge and craft to meet the needs of our students. We wholeheartedly believe in our school mission statement which states that we utilize all available resources to prepare all students to meet high quality challenging standards of excellence.

## 27Q105 School Information Sheet

| School Configuration (2014-15)                                  |                               |   |     |   |
|---|-------------------------------|---|-----|---|
| Grade Configuration   | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment                                | 857 | SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                               |   |     |   |
| # Transitional Bilingual  | N/A                           | # Dual Language                                 | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                               |   |     |   |
| # Special Classes   | N/A                           | # SETSS   | N/A | # Integrated Collaborative Teaching           |
| Types and Number of Special Classes (2014-15)                   |                               |   |     |   |
| # Visual Arts   | 6                             | # Music   | 7   | # Drama                                       |
| # Foreign Language  | 9                             | # Dance   | N/A | # CTE   |
| School Composition (2013-14)                                    |                               |   |     |   |
| % Title I Population  | 79.5%                         | % Attendance Rate                               |     | 90.0%   |
| % Free Lunch  | 79.3%                         | % Reduced Lunch                                 |     | 1.0%  |
| % Limited English Proficient                                    | 5.1%                          | % Students with Disabilities                    |     | 20.4%   |
| Racial/Ethnic Origin (2013-14)                                  |                               |   |     |   |
| % American Indian or Alaska Native                              | 0.8%                          | % Black or African American                     |     | 65.4%   |
| % Hispanic or Latino  | 29.0%                         | % Asian or Native Hawaiian/Pacific Islander     |     | 2.4%  |
| % White   | 1.9%                          | % Multi-Racial                                  |     | 0.4%  |
| Personnel (2014-15)   |                               |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 16.15                         | # of Assistant Principals (2014-15)             |     | 2   |
| # of Deans (2014-15)  | N/A                           | # of Counselors/Social Workers (2014-15)        |     | 3   |
| Personnel (2013-14)   |                               |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A                           | % Teaching Out of Certification (2013-14)       |     | 13.3%   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.1%                          | Average Teacher Absences (2013-14)              |     | 8.04  |
| Student Performance for Elementary and Middle Schools (2013-14) |                               |   |     |   |
| ELA Performance at levels 3 & 4                                 | 6.2%                          | Mathematics Performance at levels 3 & 4         |     | 6.6%  |
| Science Performance at levels 3 & 4 (4th Grade)                 | 75.4%                         | Science Performance at levels 3 & 4 (8th Grade) |     | 19.6%   |
| Student Performance for High Schools (2012-13)                  |                               |   |     |   |
| ELA Performance at levels 3 & 4                                 | N/A                           | Mathematics Performance at levels 3 & 4         |     | 75.9%   |
| Credit Accumulation High Schools Only (2013-14)                 |                               |   |     |   |
| % of 1st year students who earned 10+ credits                   | N/A                           | % of 2nd year students who earned 10+ credits   |     | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A                           | 4 Year Graduation Rate                          |     | N/A   |
| 6 Year Graduation Rate  | N/A                           |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |                               |   |     |   |
| Reward  |                               | Recognition                                     |     |   |
| In Good Standing  | X                             | Local Assistance Plan                           |     |   |
| Focus District  | X                             | Focus School Identified by a Focus District     |     |   |
| Priority School   |                               |   |     |   |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                               |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | NO  |
| Hispanic or Latino  | YES                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | NO                            | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | NO                            |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | YES   |
| Hispanic or Latino  | NO                            | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | NO                            | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | NO                            |   |     |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | YES   |
| Hispanic or Latino  | YES                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES                           |   |     |   |
| <b>Accountability Status – High Schools</b>                     |                               |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                           |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                           |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                               |   |     |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                           | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                           | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                           |   |     |   |

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Analysis of the School Quality Guide for 2013-2014 for Student Achievement indicates that PS/MS 105 students are approaching the target. The School Quality Guide identifies that we are below our peers in students meeting or exceeding the ELA CCLS; only 6% of our population meet or exceeded the CCLS. One of our greatest challenges is writing across the Core Content areas. Analysis of our 2014 NYS ELA Item Skills Analysis tool identified extended response writing as an area of great need. Very few, only four students, received full credit on extended response questions in grades three through eight.
  - The 2014-2015 Quality Review identified 1.2 Teacher Pedagogy as our area of focus. While there is rigorous instruction engaging all students, it is not consistent across all classrooms. Teacher teams will meet consistently to plan and refine rigorous lessons that results in more rigorous engaging lessons.
  - One of our strengths is our staff collaboration. Staff shares their classroom successes with colleagues during after-school Professional Learning (S.O.S. “Sharing Our Success”); teachers have started to incorporate some of their colleagues’ successful practices in their instruction as noted in Advance.

### 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, teacher teams will collaboratively develop rigorous Common Core writing lessons and performance tasks to improve writing instruction as measured by a 20% increase in student performance on teacher created interim assessments.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>  | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>• On-going Professional Learning to refine Writing . Staff will use the Teacher College Writing units of Study along with Lucy Calkins’ Writing Pathways as a resource to develop rigorous tasks and use the rubrics to norm scoring and hold all to the same expectations.</li> </ul> <p>* Use of Teacher College Writing Units of Study across grades K-8</p> <ul style="list-style-type: none"> <li>• Inter-visitations to share best practices</li> <li>• Modeling of best practices</li> <li>• Looking at student work during bi-monthly Teacher Team meetings; create action plans and review results; make necessary revisionS</li> <li>• Professional learning to improve classroom instruction as evidenced by observations</li> <li>• Teacher Teams will use the writing levels of progression with normed sample student writing with effective feedback.</li> </ul> | <p>Teacher Teams, SWD, ELLs at risk</p>                 | <p>September 2015 – June 2015</p>                          | <p>Administration, Lead Teachers, IEP teacher, ESL provider</p>   |
| <p>IEP teacher and ESL teacher rotate to visit all teacher teams; sharing research based strategies to meet the diverse needs of students. Specialist share specific strategies to implement for specific students for a particular inquiry cycle.</p> <ul style="list-style-type: none"> <li>• Teachers in grades 4-8 use <u>Writing Next - Effective Strategies to Improve Writing of Adolescents in Middle and High School</u> ; teachers implement the strategy of “Self-Regulated Strategy Development” (SRSD) that includes student self-assessment and goal setting aligned to the CCLS and rigorous rubric.</li> </ul>   | <p>Teacher Teams, SWD, ELLs, at-risk students</p>       | <p>September 2015 – June 2016</p>                          | <p>Administration, IEP teacher, ESL provider</p>  |

|   |         |                            |   |
|---|---------|----------------------------|---|
| <ul style="list-style-type: none"> <li>• ESL teacher shares ELL instructional needs and integrating language and content instruction for ELLs</li> <li>• IEP teacher shares co-teaching strategies to meet the needs of SWD and at-risk students</li> </ul>   |         |                            |   |
| <p>Parent participation will be increased by the following:</p> <ul style="list-style-type: none"> <li>• Teachers share grade specific exemplars with parents to inform families of expectations</li> <li>• On-going communication regarding student progress</li> <li>• Specific feedback to students regarding their writing</li> <li>• Sharing child’s writing progress on specific writing pieces</li> <li>• Parent Academy Workshops –</li> <li>• * “How to support your child in the writing process”; for families that cannot attend workshops resources will be uploaded to school’s website or resources will be e-mailed to families requesting information.</li> <li>• * Setting writing goals and how to self-assess using a rubric</li> </ul> | Parents | September 2015 – June 2016 | Administration, Lead Teachers, Teacher Teams, Parent Coordinator, UFT Center Specialist |
|   |         |                            |   |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |   |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |          |   |                                |  |            |   |                  |  |                   |  |                      |
| Per diem coverage will be allocated for intravisitations and professional development. Schedules will be adjusted to allow teacher teams to work with out side consultants.<br>Purchase of Teachers College Writing Units for every teacher in kindergarten to Grade 8. |          |   |                                |  |            |   |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |   |                  |  |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA | X | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
| X   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |   | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.                            |
| By February 2016, teacher teams will collaboratively develop rigorous Common Core writing lessons and performance tasks to improve writing instruction and student performance and progress as measured by a 12% increase in student performance on interim assessments. |
| <b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.  |

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

**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.

Teachers have a shared responsibility for improving student achievement; one of the ways we are continuously striving for student improvement is through our Teacher Teams. Teacher Teams meet continuously to share research based strategies to support better-informed planning that result in effective and highly effective instruction. Analysis of the Quality Review, School Quality Guide 2013-2014 and the 2014 NYS Math Item Skills Analysis Tool indicate that our students struggle in creating a viable mathematical argument. One of our strengths is our Teacher Teams; teams are engaged in data driven instruction that encompasses implementing rigorous tasks and assessments that engage students in critical thinking and developing viable arguments. Our priority is for students to successfully master the Common Core Math Learning Standards at a deep comprehension level and be able to apply their knowledge to real-world applications.

### 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, teachers will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide our students with disabilities with scaffolded support needed to show growth as evidenced by a 15% increase in student performance on the end of the year Math assessment.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>Conduct analysis of released questions from State Math Exams to determine student expectations and implications for instruction (goals) when compared to student performance</p> <p>Conduct item analysis of BOY in Math, Baseline in Math, and Benchmark assessments in Math to identify trends</p> <p>Monitor progress toward established goals</p>   | <p>Teachers</p>   | <p>September 2015 – June 2016</p>                          | <p>Administration, Lead Teachers</p>  |
| <p>Professional Learning Opportunities</p> <ul style="list-style-type: none"> <li>• Each Monday for 80 minutes and on each Tuesday for 35 minutes to share/experience best practices, looking at student work, and modifying instruction.</li> </ul> <p>The ESL and SETTS teacher provide PLO's on implementing differentiated research based strategies to meet the needs of SWD, ELL and at-risk students. Teachers share research based strategies to close the achievement gap for SWD, ELL and the students identified as the lowest third. Strategies, such as, giving students math vocabulary word boxes and phrases supports students in building mathematical comprehension.</p> | <p>Teachers</p>   | <p>September 2015 – June 2016</p>                          | <p>Administration, Lead Teachers, ESL provider, IEP teacher</p>   |
| <p>Teacher Teams review GO Math chapter assessments to identify:</p> <p>Rigor of questions</p> <ul style="list-style-type: none"> <li>• Challenges students might incur on the assessments</li> <li>• Teams use this information to plan and revise lessons</li> <li>• Create formative assessments for checks for understanding in addition to the Go Math program</li> <li>• Planning tasks with supports for students to engage in productive struggle</li> </ul> <p>Teacher teams analyze chapter assessments, re-teach standards not mastered in small groups. Teacher Teams look for common</p>  | <p>Teachers</p>   | <p>September 2015 – June 2016</p>                          | <p>Administration, Lead Teachers</p>  |

|   |                    |                            |   |
|---|--------------------|----------------------------|---|
| <p>misunderstandings; discuss research based strategies to address misconceptions; teachers monitor and revise action plans</p> <p>Administration gives written and verbal feedback to support staff in implementing research based strategies successfully to engage students and positively impact student learning.</p>  |                    |                            |   |
| <p>Administration/Lead Teachers facilitates family workshops to families on the Math CCLS. Workshops focus on the Mathematical Practices and specific strategies used in grade bands (K-2, 3-5, 6-8).</p> <p>Fluency in Mathematics</p> <p>Mathematical fluency is important to deepen the conceptual understanding. Students are provided sufficient practice and extra supports to allow them to meet the standards that call explicitly for fluency.</p> | Parents / Families | September 2015 – June 2016 | Administration, Parent Coordinator, Lead Teachers |

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |  |            |   |                  |  |                   |  |                      |
|--|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |          |   |                                |  |            |   |                  |  |                   |  |                      |
| Math Item Skills Analysis for 2015 State Exam and September 2015 Beginning of Year Assessment<br>Professional Resources for PLOs<br>Scheduling adjustments<br>Go Math Resources<br>Fluency Resources<br>Question Stems for implementing Mathematical Practices |          |   |                                |  |            |   |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |          |   |                                |  |            |   |                  |  |                   |  |                      |
| X  | Tax Levy | X | Title I SWP                    |  | Title I TA | X | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
| X  | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |   | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |
| By February 2016, teachers will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide our students with disabilities with scaffolded support needed to show growth as evidenced by a 8% increase in student performance on the end of the year Math assessment. |
| <b>Part 5b.</b> 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.

Research has shown the greatest impact on student achievement is the teacher in the room. PS/MS 105 continues to strive to create the optimum learning environment for our students. Our 2014-2015 Quality Review identified teacher pedagogy as our area of focus. One area noted was how low cognitive questioning had a direct negative impact on achieving the rigor and deeper understanding that is required by the Common Core Learning Standards. Analysis of student performance data and MOTP influenced the development of the school’s instructional focus; engaging students in authentic content and text based discussions. Our instructional focus continues to strive for higher level questioning and discussion . Additionally, our feedback to questions and discussions is more focused on strengthening deeper understanding.

Administration analyzes classroom observations, Advance data and student work products to design professional learning and plan classroom inter-visitations. Teachers have weekly scheduled time to work together, to plan lessons, create formative assessments to check for understanding and reflect as evaluators on their impact in the classroom. This year, administration will reflect on their impact on teachers learning; and support staff in knowing how to set the Goldilocks principles of challenge; of not to hard not to easy.

### **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, leadership use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 50% of teachers receiving a rating of effective or highly effective for components 3b Questioning and Discussion Techniques and 3d Using Assessment in Instruction .

### **Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>Professional Learning continues to focus on creating higher order questioning that promotes thinking and leads to rich discussions. A focus is on designing rigorous checks for understanding and creating effective feedback to most effectively move student learning. John Hattie’s research on formative assessment and effective feedback provides the basis of the professional learning.</p>   | <p>Teachers</p>   | <p>September 2015 – June 2016</p>                          | <p>Administration, Teacher Development Coach, Lead Teachers</p>   |
| <p>Partnership with The Interschool <b>Teacher Development Coaches</b> (TDCs) who partner with teachers and school leaders to deepen their knowledge of Advance , assessment of student progress, and the Framework for Teaching to help them reflect and grow as they meet their students' needs, including SWD, ELLs and other high needs.</p> <p>A support team consisting of Teacher Center specialist, early childhood, elementary, middle, special needs teacher will be trained in Professional Learning Opportunities around 3b, 3c and 3d.</p> <p>These lead teachers present learning opportunities to their colleagues on developing rigorous questions to engage students and improve formative assessments and feedback to improve student learning. Lead Teachers follow-up with their colleagues to support staff and student learning.</p> <p>Administration schedules inter-visitations for lead teachers to model effective/highly effective questioning techniques that engage students and fosters rich discussions.</p> | <p>Teachers</p>   | <p>September 2015 – June 2016</p>                          | <p>Administration, TDC Coach, Lead Teachers, IEP Teacher, ESL Provider</p>                                |
| <p>During weekly cabinet meetings, Administration shares specific feedback strategies that have been implemented successfully to improve teacher and student outcomes. Administration reflects on actionable feedback; noting evidence of the impact of the feedback and revise when necessary.</p>  | <p>Administration</p>                                   | <p>September 2015 – June 2016</p>                          | <p>Principal</p>  |

|  |                    |                            |  |
|--|--------------------|----------------------------|--|
| Lead teachers, Administration, and the Parent Coordinator will organize instructional workshops for families to inform them of checks for understanding and types of feedback and questioning on depth of understanding. Workshops are designed to show parents grade specific student end work products and give examples of sample feedback to improve student learning. | Families / Parents | September 2015 – June 2016 | Administration, Lead Teachers, Parent Coordinator, UFT Center Specialist |
|--|--------------------|----------------------------|--|

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

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|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.   |
| By February 2016, leadership use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 35% of teachers receiving a rating of effective or highly effective for components 3b Using Questioning and Discussion Techniques and 3d Using Assessment in Instruction |
| <b>Part 5b.</b> 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.

According to the 2013-2014 Learning Environment Survey,:

- 95% of parents agree that the school makes them feel welcome.
- 96% of parents agree that the school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.
- 95% of parents agree that the school keeps them informed of what their children are learning
- 91% of parents agree that there is an adult whom their child trusts and can go for help with a problem.
- 88% of parents agree that the school is headed in the right direction.
- 87% of parents agree that the school communicates to them and their children what they need to do to prepare their children for college, career, and success in life after high school.
- 85% of parents agree that they would recommend this school to other parents
- 95% of middle school students agree that the school offers opportunities for students to be physically active before, during and after school
- 87% of middle school students agree that they feel welcome at the school
- 83% of middle schools students agree that there is an adult whom they trust and go to for help with a problem

Students’ success is fostered by parental/family involvement. Our parent involvement is lower than we would like. Our priority need is to have more families engage in and take advantage of school resources and workshops to support their child at home. Our goal is to have more families involved in school events; such as Career Day, Parent Workshops, where we invite parents and members of the community to present their professions to the students. Career Day / Empowerment Day receive great feedback among students and parent/community presenters. We plan to continue this tradition and expose our students to the varied professions awaiting them when they graduate. We will continue to reach out to families to keep them informed of their child’s progress in academics as well as their socio-emotional well-being. One of our strengths is knowing our students; we have initiated “Team Three”; staff selects three students to check-in daily with to make sure they are on the pathway to College and Career success.

### Part 2 – Annual Goal

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

By June 2016, strong family and communication ties will increase by 15% as evidenced by an increase in family attendance at school events and family-school communication logs.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>Tuesday afternoons are dedicated to outreach to families; teachers will contact parents to share information about their child’s success, challenges, and social well-being . Special education providers reach out to SWD families to keep an open line of communication to strengthen home-school relationships to improve students’ learning outcomes. In addition, the Guidance Counselor keeps open lines of communication with parents with to support students and families.</p> <ul style="list-style-type: none"> <li>• Tuesday afternoons is also a time for outreach to families with students with high absenteeism rates; the Guidance Counselor provides monthly attendance list to staff to track students’ attendance. Teachers contact families to reiterate the importance of being in school.</li> </ul> | <p>Families / Parents</p>                               | <p>September 2015 – June 2016</p>                          | <p>Administration, Teachers</p>   |
| <p>In celebration of students’ success of staying on PARR, families are invited to attend Student/ Parent of the Month assemblies.</p>   | <p>Students, Families</p>                               | <p>September 2015 – June 2016</p>                          | <p>Administration, Teachers, Parent Coordinator</p>   |
| <p>All families are encouraged to participate in instructional workshops to support their child at home, e.g. PS/MS 105’s Parent Academy, beginning February until May every staff member will be required to present a workshop to parents.</p>   | <p>Families / Parents</p>                               | <p>September 2015 – June 2016</p>                          | <p>Administration, Parent Coordinator, UFT Center Specialist</p>  |
| <p>Team Three identifies at-risk students that need more support in staying on the College and Career pathway. Staff checks –in daily with their Team Three students to address any questions, concerns and/or issues. Staff regularly communicates with parents to share goals, concerns and successes.</p>   | <p>Students / Staff</p>                                 | <p>September 2015 – June 2016</p>                          | <p>Administration, All Staff</p>  |

**Part 4 – Budget and Resource Alignment**

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

Events will be planned for parents. outside consultants will be invited to work with parent coordinator.

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

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

**Part 5 – Progress Monitoring**

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

By February 2017, strong family and communication ties will increase by 8% as evidenced by an increase in family attendance at school events and family-school communication logs.

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

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

**(Required for All Schools)**

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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b>   | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|---|--|--|
| <b>English Language Arts (ELA)</b>  | At Risk students as determined by NYS ELA scores, Ready Gen baseline, Teacher College Running Record results | Guided Reading, Foundations K-2<br><br>Ready Gen intervention K-5, Codex Ger. 6-8 Intervention<br>I-Ready for afterschool and Self-contained classes  | Small group  | During school day  |
| <b>Mathematics</b>  | At Risk students as determined by NYS Math scores, Go Math baseline  | Go Math intervention K-8, Mathletics Computer program<br><br>I-Ready for afterschool and Self-contained classes   | Small group  | During school day  |
| <b>Science</b>  | At risk students as determined by results of Gr. 4 and Gr. 8 Science results                                 | Close reading strategies, 6 plus 1 trait  | Small group  | During school day  |
| <b>Social Studies</b>   | At risk students as determined by beginning of year assessment   | Close reading strategies, 6 plus 1 trait  | Small group  | During school day  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Guidance Counselor, School Psychologist, Social Worker, "Team Three"   | The program involves three levels of support including school-based resilience building activities for students, educational and skills building workshops for parents and school staff, and mental health services for | One-to-one, small group  | During school day  |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | students in need.<br>Counseling activities. |  |  |
|--|--|---|--|--|

**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| Principal in collaboration with the Human Resources Director and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.  |
| Principal in collaboration with the Human Resources Director and Liaisons will work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities and the new teacher finder.  |
| In collaboration with the Teacher Center, Literacy Leaders will offer teachers a critical component to obtain 12 credits towards their master's degree.   |
| In addition, Administration supports and fosters the development of highly-qualified professionals by:  |
| <ul style="list-style-type: none"> <li>• Mentors for newly hired teachers, inclusive of general education, special education and ESL teachers</li> <li>• On-going Professional Learning Opportunities engaging adult learners to positively impact student learners</li> <li>• Frequent verbal and written feedback to improve teaching practice</li> <li>• Inter-visitations to classrooms modeling best practices</li> <li>• Support from UFT Teacher Center Specialist to foster professional growth</li> <li>• Regularly scheduled Teacher-Team meetings allowing colleagues to look at student work and create action plans; teams monitor and revise plans based on data</li> </ul> |

**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). |
|--|

The school has developed a plan of professional learning opportunities to take place at the school level centered around literacy and math, teacher evaluation (Danielson), looking at student work, analyzing data to drive instruction and formation of study groups using current research to refine instructional strategies. These workshops will be presented every Monday afterschool during contracted Professional Development time. The DOE also offer monthly and on-going professional development that staff is encouraged to attend.

### **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.).

In order to achieve smooth transition, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:

##### Ongoing Communication for Staff

- establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all Pre-Kindergarten programs
- invite staff of the preschool and kindergarten programs to participate in exchange visits
- establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices
- Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors

- Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next

#### Transition Activities for Children

\*schedule a visit or a series of visits to the new school for the children

- provide Pre-Kindergarten children with a summer package that includes transition activities
- encourage children to ask questions about kindergarten
- organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

#### Involvement of Parents in Transition

- provide parents with information about the school their child will be attending
- invite school personnel, teachers and principals to attend parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistant and parent coordinators that can translate the information during the meeting
- organize and implement a Kindergarten Fair at each elementary school
- invite parents who have already had children transition to kindergarten to talk about their experiences to the parents of the incoming group
- establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.

during PreKindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations

#### **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.

Through Inquiry Teacher Team meetings and Monday Professional Development sessions, teachers will be provided the opportunities to analyze data and reflect on instructional strategies being used and how to refine them to meet achievement of individual students. Staff will be invited to PPT meetings to discuss academic, social and emotional concerns regarding individual students. Surveys will be developed to assess current programs and strategies used.

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

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

| each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated. |  |   |   |   |
|--|--|---|---|---|
| Program Name   | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |   |
|  |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s)                            |
| Title I Part A (Basic)   | Federal  | 419,038.00  | X   | 5A Part 3&4,<br>5C Part 3&4,<br>5D Part 3&4,<br>5E Part 3&4 |
| Title II, Part A   | Federal  | 134,290.00  | X   | 5A Part 3&4,<br>5C Part 3&4,<br>5D Part 3&4,<br>5E Part 3&4 |
| Title III, Part A  | Federal  | 11,200.00   | X   | 5A Part 3&4,<br>5C Part 3&4,<br>5D Part 3&4,<br>5E Part 3&4 |
| Title III, Immigrant   | Federal  | 0   |   |   |
| Tax Levy (FSF)   | Local  | 4,885,892.00  | X   | 5A Part 3&4,<br>5C Part 3&4,<br>5D Part 3&4,<br>5E Part 3&4 |

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

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

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

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

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

---

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 105, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/MS 105 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

#### **School-Parent Compact (SPC)**

PS/MS 105, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

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

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

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

| Part A: School Information   |                    |
|--|--------------------|
| Name of School: <u>The Bay School</u>  | DBN: <u>27Q105</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                    |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):  |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: <u>30</u>  |
| Grades to be served by this program (check all that apply):  |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>3</u>  |
| # of certified ESL/Bilingual teachers: <u>3</u>  |
| # of content area teachers: <u>0</u>   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on the LAB-R, NYSESLAT, ELA, and other assessments of English Language Learners PS/MS 105 proposes to raise students' listening, speaking, reading, and writing skills. Overall, the goal is to raise students' academic achievement and help Limited English Proficient (LEP) students attain English proficiency. In an attempt to offer additional support for our ELLs to achieve English proficiency, meet promotional standards, and the common core standards we will continue our ESL after school program.

The after school program for ELL students will target all ELL subgroups and grade levels. The targeted ELL population for this after school program will be current and former ELLs in grades 3 through 8. All subgroups will be served; newcomers, long term, and SIFE ELL students. Those to be served are newcomers, less than 3 years in school, students receiving services 4 to 6 years, long term ELLs who have completed 6 years, and ELLs identified as having special needs.

The ELL after school program will take place from January 7, 2015 through June 5, 2015; for 1.5 hours each day. The program will be on Wednesdays and Thursdays from 2:20 to 3:50. We will have a total of 3 groups, 3rd and 4th grade, 5th and 6th grade, and 7th and 8th grade. The program will run for a total of 20 weeks. The language of instruction will be English with native language support. We will have three (3) teachers who are certified ESL/Bilingual instructors. The teaching positions for ESL teachers, as always, will be made available to PS/MS 105 staff first then we will open it up to teachers within the district. This is in attempt to have all ESL/Bilingual certified teachers for the after school program.

A variety of instructional tools will be utilized. The types of materials used will be NYSESLAT test preparation materials from Attanasio & Associates Getting Ready for the NYSESLAT to support the instructional program. We will also purchase educational software, Imagine Learning Licenses to support the literacy program. We will use Picture dictionaries, thesauri, websites, notebooks, chapter books, leveled readers, and prepared lessons to enhance students deficiency in their language modalities (listenig, speaking, reading, and writing) according to data from NYSESLAT scores. We will use various differentiating techniques during instruction to accommodate all our ELLs. There will be a high concentration on developing and reinforcing the use of academic language for our ELLs, especially our long term ELLs. We will employ scaffolding techniques during student activities to meet all ELLs needs. Newcomers, SIFE, and long term ELLs can receive an abridged version of text to ensure deeper knowledge. Teachers will refer to IEPs when planning for ELLs with Special Needs (SWD).

-

## Part C: Professional Development

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

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

Begin description here: The rationale for the planned professional development is to educate and prepare teachers with necessary ESL strategies and methodologies needed to support language development. We will focus upon the four modalities tested on the NYSESLAT, listening, reading,

### Part C: Professional Development

writing, and speaking. Teachers will review Data Analysis AMAO and discuss what they have learned. They will also brainstorm ways to best meet the needs of each ESL students. All staff development focuses on rigor and relevance to the students and teachers work as a team; both horizontal and vertical to plan accordingly. The ESL teachers working the Title III program will also attend professional development workshops through the Division of Specialized Instruction and Student Support , listed below, to increase their capacity to effectively provide supplemental instruction. The ESL teacher will attend workshops given by DSWDELL as indicated below. The ESL teacher also attend monthly network meetings and those offered by the DOE.

The workshops include:

- > November 4, 2014 - ELL Data Analysis AMAO - Mrs. Alicea
- > January 9, 2015 - ESL Strategies and Support - Mrs. Fernandez
- > February 6, 2015 - Vocabulary Strategies - Mrs. Fernandez
- > March 13, 2015 - Preparing for NYSESLAT - Mrs. Fernandez
- > January 14, 2015 - L2 or LD: Language Difference or Learning Disability - DSWDELL
- > January 20, 2015 - Building Academic Literacy for Bilingual Students with Disabilities - DSWDELL
- > February 10, 2015 - Instructional Strategies for ELLs with Special Needs - DSWDELL

-

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ School trips are planned on Saturdays and holiday weeks, so that as many parents as possible can attend. School trips, workshops, and other activities are planned and coordinated by Ms. Miller, the parent coordinator, the Parents Association committee, and/or the ESL teacher, Mrs. Fernandez. The school has planned special events for children and their families such as the 9/11 Memorial Museum, Pre-reading and Pre-writing workshops, YMCA Health/Life programs, a Character Costume party, Unity night, Bowling, Holiday party, and more. Parents have also been invited to attend the Poetry Café, Thanksgiving Luncheon, Winter Holiday Show, PS/MS 105 Talent Show, the GED Program and a Mother's Day Celebration. Invitations are sent home with students in English and the parents' native languages. Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. The ESL teacher holds meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program. In addition to these activities, we hold parent orientation sessions on how data affects their children and how to improve instruction. The Parents Association also conducts weekly workshops, sent home on a monthly calendar in the students' home languages and English. Parents are encouraged to attend the workshops and meet other parents as well. Translation and interpretation assistance will be made available during all parent activities that are related to Title III through the DOE translation and interpretation unit. We also have a list of teachers/staff that are available to translate documents and/or in person.

-  
Parent Engagement Activities Schedule:

- > October 8, 2014 - Pre-reading and Pre-writing- Mrs. Alicea, AP

### Part D: Parental Engagement Activities

- > October 22, 2014- YMCA Health/Life program - PTA committee
- > October 30, 2014 - Character Costume Party - PTA committee
- > November 5, 2014 - Early Literacy-Levels/Text Gradients and supporting your children at home
- > November 13, 2014 - 9/11 Memorial Museum - Mrs. Fernandez
- > December 10, 2014 - Parental Involvement - Mrs. Miller, Parent Coordinator
- > December 10, 2014 - Bowling - PTA committee
- > December 18, 2014 - Holiday Party - PTA committee
- > January 7, 2015 - ESL parents - Mrs. Alicea,AP
- > January 29, 2015 - Talent Show - PTA committee
- > February 11, 2015 - Special Education and your child - Mrs. Alicea, AP
- > February 13, 2015 - Pre- Valentine Social - PTA committee
- > February 27, 2015 - Multicultural Dance- PTA committee
- > March 11, 2015 - Kindergarten Readiness for PreK and incoming parents - Mrs. Alicea,AP
- > April 1, 2015 - State Testing (grade 3 parents)- Mrs. Alicea, AP
- > May 6, 2015 - Looking ahead to next year (parent comments, questions, concerns, and ideas) - Mrs. Miller, Parent Coordinator

-  
-  
-  
-  
-  
-  
-

### Part E: Budget

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

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

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

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

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

| Budget Category                        | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Educational Software (Object Code 199) | _____           | _____   |
| Travel                                 | _____           | _____   |
| Other                                  | _____           | _____   |
| <b>TOTAL</b>                           | _____           | _____   |

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

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

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

## Part I: School ELL Profile

### A. School Information

|                                   |                       |                          |
|-----------------------------------|-----------------------|--------------------------|
| District <b>27</b>                | Borough <b>Queens</b> | School Number <b>105</b> |
| School Name <b>The Bay School</b> |                       |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Laurie Shapiro</b>                       | Assistant Principal <b>Matthew Goggin</b>                  |
| Coach <b>Rachel Hayden</b>                            | Coach  |
| ENL (English as a New Language)/Bilingual Teacher     | School Counselor <b>Susan England</b>                      |
| Teacher/Subject Area <b>Vivian Fitzgerald/Spanish</b> | Parent <b>Cheryl Cleophat</b>                              |
| Teacher/Subject Area <b>Michael Goldberg/Science</b>  | Parent Coordinator <b>Koren Small</b>                      |
| Related-Service Provider <b>Iolanda Lally/Speech</b>  | Borough Field Support Center Staff Member <b>type here</b> |
| Superintendent  | Other (Name and Title) <b>type here</b>                    |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>832</b> | Total number of ELLs | <b>40</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |    |   |    |
|-----------------------------|----|---|----|---|----|
| <b>All ELLs</b>             | 40 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 30 | <b>ELL Students with Disabilities</b>                     | 11 |
| <b>SIFE</b>                 | 0  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 7  | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 3  |

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

|              | ELLs by Subgroups                    |      |     |  |      |     |   |      |     | Total |
|--------------|--------------------------------------|------|-----|--|------|-----|---|------|-----|-------|
|              | Newcomer ELLs (0-3 years of service) |      |     | Developing ELLs (4-6 years of service) |      |     | Long-Term ELLs (receiving 7 or more years of service) |      |     |       |
|              | All                                  | SIFE | SWD | All                                    | SIFE | SWD | All   | SIFE | SWD |       |
| <b>TBE</b>   |                                      |      |     |  |      |     |   |      |     | 0     |
| <b>DL</b>    |                                      |      |     |  |      |     |   |      |     | 0     |
| <b>ENL</b>   | 30                                   | 0    | 7   | 7                                      | 0    | 2   | 3   | 0    | 2   | 0     |
| <b>Total</b> | 0                                    | 0    | 0   | 0                                      | 0    | 0   | 0   | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

|                     | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|                     | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

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

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total  | 0 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 1 |   |    |    |    | 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| 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.  
 As per September 2015s plans, all students will be assessed using the TCRWP Running Records to assess, track and monitor students' progress. We also use Ready Gen end of unit assessments. Teachers use the findings of this data to drive their instruction and differentiate based on the needs of the students. Teachers also meet to disseminate data and plan future instruction. The data indicates that ELLs who are proficient in their L1 do better at grasping the material and seem to progress more quickly. The data helps teachers plan for RTI tiers of learning and/or instruction. We have implemented Teachers College writing program and the teachers use the Teachers College units of study assessment to assess their students literacy skills. 6-8 grade teachers use Code X end of unit assessments and also use Performance Series.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 A review of the NYSESLAT and NYSITELL data indicates the following:
  - In grades K thru 3 we do not have any students at the Entering level, most of our students are at Level 4 Expanding. All ELL students in grades K thru 8 scored lowest in the writing subtest. Therefore, the implementation of Teachers College Reading and Writing Project will play a huge part in developing our ELLs writing and overall skills.
  - The focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills.
  - We can also see that out of 27 students, 11 students moved up a level or more on the NYSESLAT. Most of our students are at the Expanding level. The large increase in students scoring at the Expanding level reflect the targeted instruction received previously. A focus on vocabulary and reading comprehension is being used to continue growth. We have 20 students at the Expanding level of proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Assessment results are reviewed for all students. Particular attention is paid to vocabulary and syntax of questions asked responses required and genre type for ELA as these factors relate to levels of language acquisition. This AMAO ELL information data reveals

the at-risk factors and levels for each student. AMAO data also revealed that we had 27 students out of 40 who made progress in English Language Acquisition. The information is used to make instructional decisions by the ENL teacher, classroom teachers and AIS staff. Teachers use running records, writing samples, teacher made assessment, observations and student conferences to further inform their practice. As a school, we have put an enormous focus on writing as an area of weakness. Classroom teachers and ENL teachers are working to strengthen this modality and provide more students scoring proficient on NYSESLAT. We had 11 students score proficient last year and hope we will do the same this year as we continue to focus on their areas of weakness.

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

Results of the ELL Periodic Assessment are used by the ENL teacher as a predictor of the student's NYSESLAT performance.

Comparative data indicates that our ELL score higher in Listening than in Reading and Writing on the NYC Periodic Assessment. ELLs appear fluent in the ability to speak, but not evident in the other modalities. Teachers are using this data to focus on reading and writing skills. Skill analysis informs the teacher of the student's strength and weakness. After reflecting upon the effectiveness of ELL Periodic Assessment, we concluded that it needs to be aligned with the NYSESLAT by including a Speaking assessment. All ELL students will meet the high standards set for them as well as have access to all programs that non-ELL students have. It is the goal to provide an educational policy for ENL students that will offer alignment with NYC performance standards, ENL standards, primary literacy and NYS learning standards. The LAP committee will continue to gather and review ELL data that will drive instructional practices across the grades and provide the students with an academically rigorous curriculum.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

Teachers utilize RTI within the classroom with small group instruction; focusing on individual needs of students. Teachers are constantly assessing students and using the results to plan future lessons and groups. Our school uses four assessment types for tier 1 RTI, formative, screening, outcome, and test prep; they are aligned with day to day instruction. Data is collected and data is analyzed to plan further instruction. We have data driven tier 1 instruction in our classrooms. Screening assessments determine our need for intervention of tier 2 and tier 3. We have implemented Reading Recovery as a tier 3 intervention plan within our school. We have some students in small groups consisting of 1-2 students for intense instruction. Students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. This problem-solving model holds particular promise for ELLs. We provide intensive, targeted intervention to support ELLs who are not showing sufficient progress on the skills and/or competencies measured.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Data from Foundations and other program based assessments, LAB-R/NYSITELL, and NYSESLAT reports are used as an indication of second language development. Teachers take this into consideration while planning and introducing vocabulary, specifically with Tier 2 and Tier 3 words. All teachers use ENL/ESL strategies and methodologies to help build language learners English language skills.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our ELLs by the ELA results and NYSESLAT, examining the percentage of students testing proficient/commanding each year, moving up levels is a strong indication of program success.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of

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

To initially identify students who may possibly be ELLs during the registration of the children, parents are asked by the Pupil Personnel Secretary, Assistant Principal, Matthew Goggin and ELL Coordinator or ENL Teacher, Zillah Fernandez, to complete the Home Language Identification Survey (HLIS). An informal oral interview is also conducted and a translator is provided whenever necessary. There are several staff members that speak Spanish and assist when necessary. The Spanish teachers, Vivian Fitzgerald and Joanne Wilken are also trained in HLIS and are fluent in Spanish.

After completion of the survey, a trained school pedagogue reviews the HLIS; either the ENL teacher, Zillah Fernandez, or the Assistant Principal, Matthew Goggin. If the HLIS indicates that a language other than English is used in the home and an interview leads to the conclusion that the student is more dominant in another language, the students are administered the NYSITELL within ten days of registration. If student scores at Entering, Emerging, Transitioning, or Expanding level student is a LEP / ELL. Spanish speaking students who tested into the program are then administered the Spanish LAB exam. All personnel involved in the screening, HLIS review, interview, and administering of NYSITELL are trained school pedagogues (Principal, Assistant Principal and ENL teachers). To annually evaluate ELLs we check the NYSESLAT scores of students to assess their current level of proficiency for linguistic and academic placement for the present school year. RNMR reports are pulled from ATS and reviewed for student's progress and proficiency in all modalities. Upon review of scores, letters are sent home to parents that are for either continued entitlement or the discontinuation of ENL services based on Commanding scores. Letters indicate the parents right to request re-identification or appeal within 45 days. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in a Compliance Binder located in the ENL teacher's room.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify SIFE students within 30 days of enrollment we currently interview these students and guardians, the process includes a very thorough SIFE oral interview questionnaire. Additionally, we look at students LAB-R/NYSITELL score and Spanish LAB score if applicable. The students work is also considered as an assessment piece, therefore the interview requires a review of the students' abilities or work samples in reading and writing in English and the home language and math that are collected or generated during the interview. If we were to have SIFE students they would be offered Academic Intervention Services and RTI support services. In addition to the mandated instructional requirements, these students would be invited to attend our ENL After-School Program and ENL summer school. The ENL teacher would work closely with the classroom teacher to ensure adequate progress of these students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, *ELL Identification* section).

The process for identification of newly enrolled students with IEP and Home language other than English is to have the language proficiency team (LPT) that is formed review evidence of the student's English language development. The LPT team will be Ms. Laura Alicea, AP, Ms. Zillah Fernandez, ENL Teacher, Ms. Carolyn McQuire, School Psychologist, and the student's parent. The team will then recommend or not recommend the student take the NYSITELL. If the LPT recommends that the student takes the NYSITELL then upon the principal and superintendent determination the student should be given the NYSITELL.

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 ENL teacher ensures that parents of students who have been NYSITELL tested and are determined to be ELL entitled or non-entitled are notified within the 5 days of scanning the NYSITELL. Parents are notified in writing in English and their home language. Letters are sent home with children in their parent/teacher correspondent folders. As per the RLAT and/or Exam History reports the NYSESLAT scores of students from previous school years are checked to determine continuing entitlement to services. The parents of these students are therefore, notified of continuing entitlement for services. They are also notified in writing. Parents are invited to a parent orientation session within ten school days after the enrollment of child. To ensure that parent surveys and program selection forms are returned parent orientation meetings are held monthly throughout the school year. Parents are invited (in English or home language) to attend. They are contacted in writing and when necessary by telephone and personally when seen at the school during arrival or dismissal of students. All forms are requested to be filled out right after the meeting. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the ENL teacher's room in the Compliance Binder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are notified via a letter of entitlement or non-entitlement that they have a right to appeal ELL status within 45 days of enrollment. They are also informed verbally of their rights during individual and/or parent orientation meetings. All communication is in English and the parents preferred language.
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.  
At registration parents complete the HLIS. The ENL teacher or a licensed trained pedagogy reviews the HLIS and interviews the parent as per information on the HLIS. Within 10 days of registration students who reflect NYSITELL eligibility are administered the NYSITELL and parents are given an entitlement letter, inviting them to the parent orientation meeting. At the orientation meeting parents view a video in their preferred language which gives them all information regarding all three program choices. If necessary a translator is made available at all meetings. Parent orientations are held monthly or when most convenient for our parents. Parents are aware that they have a choice to place their child/children in Dual Language, Transitional Bilingual, or Freestanding ESL. As with the HLIS, parents are also given entitlement letters and all programs are described to parents. It has been the overwhelming choice of parents to see their children enrolled in the freestanding ENL program. It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. One of the geographic realities of the Rockaway Peninsula is that parents are more concerned with their children's attendance being in the local zoned school than any other programmatic considerations. At this time there is no trend indicating that parents are seeking Transitional Bilingual Education.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ENL teacher ensures that parents of students who have been NYSITELL tested and are determined to be ELL entitled are notified as soon as entitlement is verified. Parents are notified in writing in English and their home language. Letters are sent home with children in their parent/teacher correspondent folders. As per the RLAT and/or Exam History reports the NYSESLAT scores of students from previous school years are checked to determine continuing entitlement to services. The parents of these students are therefore, notified of continuing entitlement for services. They are also notified in writing. Parents are invited to a parent orientation session within ten school days after the enrollment of child. To ensure that parent surveys and program selection forms are returned parent orientation meetings are held monthly throughout the school year. Parents are invited (in English or home language) to attend. They are contacted in writing and when necessary by telephone and personally when seen at the school during arrival or dismissal of students. All forms are requested to be filled out right after the meeting. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the ENL teacher's room in the Compliance Binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
At PS/MS 105 we have parent orientations monthly to work towards getting all parent surveys and program selection forms completed. The ENL teacher has record of all completed surveys and selection forms in the Compliance Binder. Parent selection is recorded in ATS on the BCNC screen. If parents have not completed these documents they are contacted via letter, email, or phone to schedule an appointment.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL teacher ensures that parents of students who have taken the NYSITELL and are determined to be ELL entitled are notified as soon as entitlement is verified. As per CR Part 154.2 we are obligated to send the entitlement letters of ELL status notification within 5 school days letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment. Parents are notified in writing in English and their home language. Letters are sent home with children in their parent/teacher correspondent folders. As per the RLAT and/or Exam History reports the NYSESLAT scores of students from previous school years are checked to determine continuing entitlement to services. The parents of these students are therefore, notified of continuing entitlement for services. They are notified in writing. Parents are invited to a parent orientation session within ten school days after the enrollment of child. To ensure that parent surveys and program selection forms are returned parent orientation meetings are held monthly throughout the school year. Parents are invited (in English or home language) to attend. They are contacted in writing and when necessary by telephone and personally when seen at the school during arrival or dismissal of students. All forms are requested to be filled out right after the meeting. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the Assistant Principal's office and the ENL teacher's room in the Compliance Binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the Assistant Principal's office and the ENL teacher's room in the Compliance Binder. Within 20 days our administrator or ENL teacher uploads and updates the ELPC screen in ATS.

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.

The NYSESLAT consists of Speaking, Listening, Reading, and Writing sub-tests that are aligned with State Standards for English as a Second Language and Common Core Learning Standards. The NYSESLAT is a mandated test for all LEP/ELLs. Every LEP/ELL student must take the NYSESLAT until she/he has reached the level of proficient in English on the NYSESLAT, which will allow her/him to exit a bilingual education or ENL program. The NYSESLAT is administered only in April-May of each year. After review the RLER report on ATS all ELL students are identified and given the speaking portion of the NYSESLAT individually. In our school we collaborate with a neighboring school and the ENL teachers from each school test the other schools students. Thereafter, a schedule is prepared. On the designated dates all students, by grade, are given the Listening, Reading, and Writing portion of the NYSESLAT. Pedagogues who are involved with administering the exam are trained beforehand. There are two teachers in the room during testing. All ELLs with IEPs receive their mandated accommodations and all ELLs are moved to a separate and private location.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

As per the RLAT and/or Exam History reports the NYSESLAT scores of students from previous school years are checked to determine continuing entitlement and transitional support services. The parents of these students are therefore, notified of continuing entitlement for services. They are notified in writing in English and their Native language. Parents are invited to a parent orientation session within ten school days after the enrollment of child or notification of continued services. Copies of all parent notification letters are kept on file in the ENL teacher's room in the Compliance Binder.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

As per our current data the trend is that most parents select ENL as their program choice. We had six newcomers enter the program this year and four out of six selected ENL as their first choice. It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. One of the geographic realities of the Rockaway Peninsula is that parents are more concerned with their children's attendance being in the local zoned school than any other programmatic considerations. At this time there is no trend indicating that parents are seeking Transitional Bilingual Education. After reviewing the Parent Survey and Program Selection forms, the program model at PS/MS 105 is aligned with what parents have been requesting. The ENL program is offered in grades K-8 for parents who prefer this option. The school expects the trend for the selection of the ENL program to continue. PS/MS 105 will continue to review and collect data from Parent Survey and Program Selection forms to assess the number of parents selecting each option. If at any time we have 15 or more parents selecting TBE or DL, the school will take appropriate measures necessary to open the program at PS/MS 105.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

The ENL program is designed to support ELLs in second language development. ENL is provided as a pull-out program for students in grades K thru 5, where students are grouped by grade and level of proficiency.

P.S./M.S. 105Q has a freestanding ENL program where students receive their instruction in English. The number of ENL instructional units are dependent upon their score on the NYSITELL or the NYSESLAT and what level they have achieved as required by CR Part 154.2 Regulations. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2

years after exiting ELL status must receive a minimum number of units of integrated ENL.

P.S./M.S. 105Q uses a pull-out model to accommodate the needs of their ELL students and to complement their classroom instruction. ENL is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between the ENL teacher and the classroom teachers helps to ensure that content based ENL instruction is complimentary to what students are learning in their mainstream classrooms.

The ENL teacher uses the curriculum and modifies her teaching to make the content understandable for ELLs. She teaches language and content cohesively. Lessons are developed to include language objectives in every content lesson.

The students are involved in learning focused on language acquisition techniques that will further enable them to meet competency when they are in their classroom. While this model is designed to meet their needs of language acquisition, specific attention is given to writing and vocabulary development. In grades 6 thru 7 we use a push-in model. The ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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

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

In compliance with ENL related mandates, Beginners/Entering receive 360 minutes of instructions as do Low Intermediate/Emerging ELLs from the ENL teacher. The ENL teacher provides Intermediate/Transitioning and Advanced/Expanding ELLs with 180 minutes of instruction weekly. Advanced ELLs also receive 180 minutes of ELA instruction by the classroom teacher each week. Proficient/Commanding students are mandated to receive 90 minutes of ENL instruction. All data is driven from student performance as well as NYSITELL and NYSESLAT test scores in order to improve instruction. Explicit ELA instruction takes place on a regular basis as well as small group instruction in math. When a child still presents learning challenges that require additional assistance, P.S./M.S. 105Q offers a variety of AIS assistance including small group instruction on both push in and pull out on grade level.

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

The ENL teacher uses the curriculum and modifies her teaching to make the content understandable for ELLs. They teach language and content cohesively. Lessons are developed to include language objectives in every content lesson. At PS/MS 105 we use common core aligned materials. All lessons are aligned with the common core standards. The certified ENL teacher utilizes a variety of instructional techniques and ENL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ENL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the entering and emerging language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the transitioning and expanding levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP). At PS/MS 105 ELL-SWDs receive appropriate education in the least restrictive environment and all students interact in a positive way while working toward common classroom goals. Teachers, staff, and administrators differentiate curricular, instruction, and schedule flexibility to meet the diverse needs of ELL-SWD within the least restrictive environment. All teachers have common preps, grade conferences, vertical and horizontal team meetings to collaborate and plan instruction. Curriculum may be modified to accommodate and meet student's needs according to IEP. Teachers write and know all goals and objectives students are working to master then work to meet their needs. Classes are heterogeneously grouped with disabled and non-disabled peers working cooperatively. We provide language development and support for content instruction in the native language. This accelerates the literacy gains in both native languages and English, validates the prior knowledge students bring and bolsters self-esteem. Native language support includes but is not limited to bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, such as Imagine Learning, or the buddy system all of these are used and recommended in all our classes and the ENL/ESL program.

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

All ELLs are ensured proper and appropriate evaluations in their native language. Whenever necessary, students are provided assessment in their native language. All New York State test are provided in the student's native language.

Various instructional strategies are used to best meet the needs of the ELL students. The program model is an English only model where students from different countries come together to learn English. The students are from many countries, including but not limited to Haiti, the Dominican Republic, China, Senegal, Sierra Leone, Puerto Rico, Mexico, the Ivory Coast and Guatemala among others. Instructional strategies are varied but always directed to best meet the needs of the ELL students. Various

instructional strategies used include, but are not limited to, ongoing test preparation in the four modalities of listening, speaking, reading and writing. By targeting these modalities of listening, speaking, reading and writing the school strives to ensure that the ELL student population will reach academic proficiency in all content areas. In addition to P.S./M.S. 105Q's use of test preparation materials to assist the ELL students, the school uses the modeling and total physical responses approaches to assist them as well. Through these approaches the students learn English through hands-on interactive activities. By using role play and drama (the reader's theatre program) the ELLs can act out their feelings in a nurturing, non-threatening environment.

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

To ensure that our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we do ongoing assessments. Formal and informal assessments are utilized such as running records, observations/anecdotal notes, questions, graphic organizers, and short quizzes these assessments are ongoing. Other screening measures are done every three months. Then we have ELA, NYSESLAT, and other State exams which are yearly. Additionally, our school programs have unit assessments and extra ELL support and materials that can be used as assessment pieces. The ENL teacher uses Empire State NYSESLAT and Getting Ready for the NYSESLAT as a form of assessment during the school year. At PS / MS 105 the Ready Gen Program is used in grades K – 5 and includes an ELL-SWD intervention component which classroom teachers and ENL teachers implement. Some classes use programs which provides language translation and also provides access to academic content areas and accelerated English Language development. Our 6th -8th grade classes use Code X which also has English Language development and assessment tools to evaluate English acquisition. All programs used promote language development.

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

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

- a. Describe your instructional plan for SIFE.

Currently there are no SIFE students in our school. However, if we were to have SIFE students they would be offered Academic Intervention Services and RTI support services. In addition to the mandated instructional requirements, these students would be invited to attend our ENL After-School Program and ENL summer school. The ENL teacher would work closely with the classroom teacher to ensure adequate progress of these students.

- b. Describe your plan for ELLs in US schools less than three years (new comers).

English Language Learners in US schools less than three years are given the mandated instructional time as prescribed by CR Part 154.2. In addition, these students also participate in the ENL After-School Program.

- c. Describe your plan for ELLs receiving services 4 to 6 years.

Ells receiving services for 4 to 6 years will continue to receive the mandated instructional time based on their NYSESLAT scores and proficiency levels. These students are endanger of being long-term ELLs and level 1 or 2 in school therefore, they are our prime candidates for AIS, Instructional Intervention planning, Extended Day, and After-School.

- d. Describe your plan for Long-Term ELLs (completed 6 years).

Long-term ELLs are offered a variety of academic intervention services. They are invited to attend the After-School program. Students receive intensive reading and/or math instruction that targets their individual needs. Differentiated instruction is provided in small groups.

- e. Describe your plan for former ELLs (in years 1 and 2 after testing commanding).

All former ELLs receive services for 2 years after reaching the proficient/commanding level. They receive 90 minutes of ENL a week. They are also offered and entitled to receive the same testing accommodations as current ELLs for two years following the year they passed the NYSESLAT. If it is determined that any of our former ELLs require additional support services after exiting the program it is provided. Former ELLs are offered before/after school programs, tutoring, AIS, and/or a continuation of ENL services for a designated period of time.

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.

If there was an appeal within 45 days, then after 6-12 months we would reevaluate or revisit the student to see how the student is doing with/without the services. The principal will consult with a qualified staff member in the school, the parent, and student to then determine if the student may have been adversely affected by the determination. If the student was found to be adversely affected the principal will provide additional support services to the student and notify parents of the final decision made within 10 school calendar days.

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?

Chart

At PS/MS 105 the ReadyGEN Program is used in grades K- 5 and includes an ELL-SWD intervention component, which classroom teachers and ENL teachers implement. The curriculum provides extra ELL support kits and instruction that promote language development. All teachers have access to SESIS. They review students IEPs and arrange schedules and programs accordingly to meet all mandates on IEP. Whenever necessary, student is provided with a bilingual instructor and/or paraprofessional. The certified ENL teachers for grades K-8, utilizes a variety of instructional techniques, strategies, and ENL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP).

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?

At PS/MS 105 ELL-SWDs receive appropriate education in the least restrictive environment and all students interact in a positive way while working toward common classroom goals. Teachers, staff, and administrators differentiate curricular, instruction, and schedule flexibility to meet the diverse needs of ELL-SWD within the least restrictive environment. All teachers have common preps, grade conferences, teachers have professional learning opportunities to collaborate and plan instruction. Curriculum may be modified to accommodate and meet student’s needs according to IEP. Teachers write and know all goals and objectives students are working to master then work to meet their needs. Classes are heterogeneously grouped with disabled and non-disabled peers working cooperatively.

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

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



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

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

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

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

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

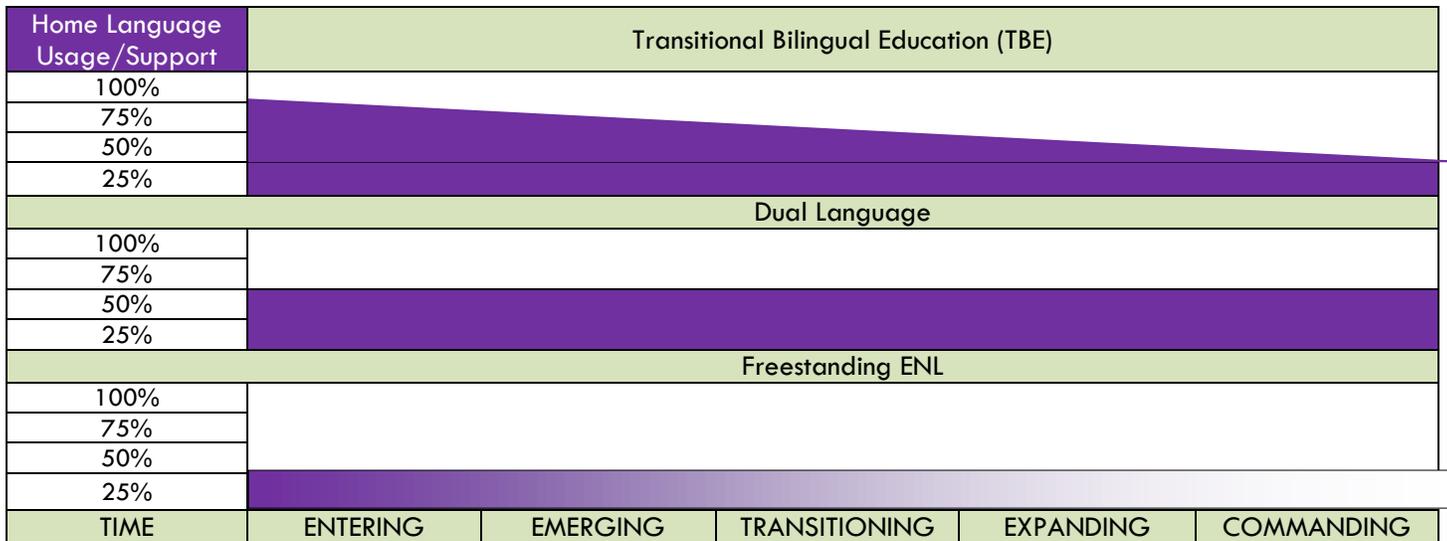


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Our targeted intervention programs for ELLs include English Language Arts, which is a reading program for students in grade K-5 using the ReadyGEN program. It centers on 120 minutes of literacy instruction, uninterrupted Balanced Literacy, read-alouds, whole class directed lessons, learning center activities etc. We also have the Reading Recovery Program, which is a research-based reading and writing program for teaching decoding and encoding beginning with phoneme segmentation. Early Day (ETS) is also part of our targeted intervention programs for ELLs in ELA and Math. At risk services are provided by Guidance Counselors. Targeted intervention for math is Go Math.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
This is the first year of this particular program. All students have been given baselines in writing and reading and monthly monitoring to ensure progress. Students' needs are addressed in small guided reading groups .
12. What new programs or improvements will be considered for the upcoming school year?  
New programs and improvements for this year are ReadyGEN, CodeX, GOMath. A greater emphasis has been placed on differentiated tiered instruction in all classes which enables us to meet the academic needs of our ELLs. Also we want to improve our attempts with RTI to ensure success for all of our students and reach AYP.
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs have equal access to all school programs. ARP classes are implemented in grades 7-8 and our ELLs are in these programs. ELLs are also part of our clubs programs. They are also afforded equal access to any After School and Saturday school programs including ELA and Math preparation classes. ELLs are given the opportunity to participate in any program that is beneficial to their level of proficiency, interest, and learning style.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
A variety of instructional materials are used to support the learning of ELLs. In the content area the Ready Gen and Code X programs are used which incorporates ESL intervention components. The Social Studies, Math, and Science teachers use big books, guided readers, and shared readers in both English and Spanish. The Library has a number of different materials and website access in Spanish and English. The classes also have a variety of libraries for literacy, math, science, social studies and ESL in the classrooms. In the ESL Program, instructional materials that are used include National Geographic Reach, National Geographic Inside, Leaped Library, Foundations, a number of different picture dictionaries, English Now! A/B Intervention, and Language, Literacy, & Vocabulary! National Geographic Windows on Literacy program. Computer programs that come with the ReadyGen, Code X and Go Math programs are utilized to support ELLs. Skilled Tutoring is also being used in our ELL afterschool program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In ENL native language support is provided through computer programs, picture dictionaries, thesauri, books in student's native language, and translation websites. Our program emphasizes the importance of placing the learner's native language and cultural background and experiences at the center of the educational program. Differentiated Instruction and student generated materials are used for teaching and learning.  
Newcomers are also paired with intermediate or advanced students to assist in adjusting to a new country and/or building.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The required services support and resources correspond to ELLs' ages and grade levels at PS/MS 105. PS/MS 105 is able to provide ESL services in grades K-8 and students are grouped by proficiency as well as age and grade. Our classes use Ready Gen story materials and Code X that is supportive to ELLs. The programs include extra ELL support kits and instruction that promote language development. Classes also have grade leveled libraries in English. Additionally, all resources are aligned to the Common Core Learning Standards, as required by all students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Tours of the PS/MS 105 building are provided for all newly enrolled ELL students and their parents. They are introduced to the parent coordinator and ESL teacher who provides them with information about school and community tutoring, after school programs and programs that are available to our students. Mrs. Miller, our parent coordinator also assists in helping families make the transition with a welcome breakfast.
19. What language electives are offered to ELLs?  
N/A
20. For schools with dual language programs:

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

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All personnel at PS/MS 105 receive professional development in ENL throughout the year. Workshops are offered for classroom teachers and the ENL teacher. Topics include ENL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development; Data Analysis; ENL methodologies including Cooperative Learning. Our ENL teacher attends a monthly ELL Instructional Leadership Institute (ELL) pertaining to ELLs and is available for turnkey of information. Teachers currently participate in professional development on designated PD days. The ENL coordinator sends emails out to teachers informing them of Professional Development events and workshops. She also informs teachers via emails of helpful websites and articles.

November - New ELL policies and mandates 2015-2016  
December - Instructional Moves to Support English Language Learners  
January - Strategies for ELLs  
February - Preparing of the NYSESLAT
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?

Teachers have access to monthly PDs through the DELLSS, Department of English Language Learners & Students Support. Teachers of ELLs recently received professional development on Engaging Students in Learning for ELLs. They also have been giving workshops on how to utilize the Common Core Library website, which is full of attainable lessons and modeled lessons. Professional development is offered to teachers of ELLs including ENL and bilingual teachers in language acquisition in alignment with core content area instruction, Common Core Learning Standards, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Teachers also have grade wide common planning periods and differentiate to meet student's needs academically and linguistically. Additionally, they have participated in many ELL webinars and received PD through The Teaching Channel for teacher's website.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

PS/MS 105 is a K-8 school therefore, as our elementary students' transition to middle school; staff of ELLs receives an eligibility list with NYSESLAT scores as well as full access to STARS which provides indicators and data on ELLs. All data on students are compiled and reviewed by teachers. Our ENL coordinator is available to provide professional development as needed which can include compliance and instructional issues, preparation for the NYSESLAT and program design. Middle school students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses for ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. To meet the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL specific PD the ENL teacher meets in professional learning teams throughout the school year. Agendas and a record of attendance is kept on file. Periodically during professional learning team meetings ELL training is provided by our ENL professional. Teachers also have grade wide common planning periods and differentiate to meet student's needs academically and linguistically.

### 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?

Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. The ENL teacher holds meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program and state assessments and standards. All teachers are contracted to meet with parents individually. Tuesday afternoons are allotted a 40 minute time frame to conference with parents regarding their children. We have staff available for translation service in the parent/guardians preferred language. If necessary we contact the Office of Translation and Interpretation Unit for provisions.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Parent engagement is mandated and time is provided to annually meet with ELL parents. The ENL teacher has a compliance binder and data binder to retain all records of her outreach to parents whether face to face, email, letters, or by phone conference. We keep parent engagement appointments sheets, parent sign in sheets, and parent communication logs on record. During any or all of these meetings we discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Meetings are conducted with a qualified interpreter/translator, through the Translation and Interpretation Unit, if needed. We also currently have 5 personnel available on staff for translation and interpretation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes. 21<sup>st</sup> Century, Boys Rites of Passage, YMCA, and Hispanic Federation Pathways to Academic Excellence are a few agencies and organizations that have and will be coming to work with our students and parents of ELLs. Hence, we have a new parent coordinator, thus meetings and planning is still in progress.
5. How do you evaluate the needs of the parents?

To evaluate the language preference needs of the parents we refer to the HLIS where the parent indicated the preferred language for verbal and written communication. Ms. Small, the parent coordinator listens to their concerns, refers them to supervisors, APs, the principal, Special Ed Dept., and testing coordinator. For social services, she provides referrals to Community pantries. She makes phone calls to various agencies and politicians where she voices their questions and concerns. The Parents Association also conducts weekly workshops, sent home on monthly calendar in the students' home languages. Parents are encouraged to attend the workshops and meet other parents as well. Parents are also given the opportunity to have Question and Answer sessions with staff members and form their own workshops.

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

Program activities that were done to assist newly enrolled LEP students included staff development on how to make ELL students more comfortable in school. In addition to these meetings, we hold parent orientation sessions on how data affects their children and how to improve instruction. Meetings are held on a monthly basis, congruent to the Parents' Association meetings. Both the Parent Coordinator and Pupil Personnel Secretary also attend the workshops.

Translation services are available via the Spanish Teachers, ESL Teachers and the office of Translation. Forms are sent home to parents in both English, Spanish, and/or the parents' native language.

The Parents Association also conducts weekly workshops, sent home on monthly calendar in the students' home languages. Parents are encouraged to attend the workshops and meet other parents as well. Parents are also given the opportunity to have Question and Answer sessions with staff members and form their own workshops. The parent coordinator, Ms. Small, works closely with our parents.

#### **D. Additional Information**

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

**Paste response here:**

School Name: **The Bay School**

School DBN: **27Q105**

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) |
|-------------------|---|-----------|-----------------|
| Laurie Shapiro    | Principal   |           | 10/30/15        |
| Matthew Goggin    | Assistant Principal                                   |           | 10/30/15        |
| Koren Small       | Parent Coordinator                                    |           | 10/30/15        |
| Zillah Fernandez  | ENL/Bilingual Teacher                                 |           | 10/30/15        |
| Cheryl Cleophat   | Parent  |           | 10/30/15        |
| Vivian Fitzgerald | Teacher/Subject Area                                  |           | 10/30/15        |
| Michael Goldberg  | Teacher/Subject Area                                  |           | 10/30/15        |
| Rachel Hayden     | Coach   |           | 10/30/15        |
|                   | Coach   |           | 1/1/01          |
| Susan England     | School Counselor                                      |           | 10/30/15        |
|                   | Superintendent  |           | 1/1/01          |
|                   | Borough Field Support<br>Center Staff Member<br>_____ |           | 1/1/01          |
| Iolanda Lally     | Other <u>Speech</u>                                   |           | 10/30/15        |
|                   | Other _____   |           | 1/1/01          |
|                   | Other _____   |           | 1/1/01          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **27Q105** School Name: **The Bay School**  
Superintendent:

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

Upon registration of their child, parents must complete a home language Identification survey and go through the informal interview session. Part III of the survey is looked at closely to see which language the parents have documented as their preferred language of communication. This indicates the language spoken at home, as well as most comfortable by the parents. At this time, parents are also given a copy of the DOE's Language Card.

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

The majority of our parents have indicated that they would prefer to receive written and oral communication in English, however we also have parents who prefer to communicate in their home language of Spanish, Chinese, Urdu, French, and Haitian Creole.

## 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.)

In cases when the home or primary language of the parent is not English, the receiving teacher of the student(s) is informed, as well as the Family Assistant, PA President and Administration. Typically each teacher maintains a list of which parents must receive all correspondence in a language other than English so that notices can be disseminated accordingly. Thus, calendars and any memos will be sent home in the appropriate translation. Though all DOE letters are available in several languages, all school notices are translated by staff members and parent volunteers. Additionally, the signs and information in the main corridor have been translated for parents as well.

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.

Every Tuesday afternoon has been deemed parent engagement/communication meetings, thus individual meetings with parents are planned for Tuesdays. We also have an open school night and parent-teacher conferences three times within the school year.

## 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.

For interpretation needs in person, we have several staff members and parent volunteers, including our Family Assistant and PA President, that are able to translate when necessary. In cases where they are not available, a staff member will utilize the Over-the Phone translation services that are available through the Translation and Interpretation Unit at the Department of Education.

In accordance with Chancellor's Regulation A-663, the school provides interpretations services to all parents in need. The school has several staff members fluent in Spanish and French, where we often need the assistance. Whenever a staff member is not available, the school relies on the Translation and Interpretation Unit for assistance.

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.

To meet identified interpretation needs of parents we plan on using the Translation and Interpretation Unit to translate written material, when translators are not available in school. For examples we must have school letters, school handbooks, meeting notices, school calendars, and school newsletters translated. When on-site interpreters are not available we will utilize the Unit which also provides one-to-one, over the phone interpretation services to schools. These services facilitate conversations between parents and school staff members. Non-English speaking parents have a right to request interpretation services and schools must honor the request by phoning the Translation and Interpretation Unit hotline, which is accessible to schools.

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

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

Staff will be provided with Language Palm Cards and the Translation and Interpretation Units contact number so they can use their services.

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

---

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

##### Checklist of Notification Requirements

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

In accordance with Chancellor's Regulation A-663, the school provides critical communication in a timely manner for any of the languages other than English in which assistance is needed. The school has purchased translation software to translate school documents so that all parents receive notices and calendars on the same day.

## **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)

Parent feedback is extremely important to us therefore we will encourage parents to fill out parent surveys to know what they think about the quality and availability of services. Also during any and all parent meetings we allow time for parents to voice any questions and concerns.