

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

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

**29Q109**

**School Name:**

**JEAN NUZZI INTERMEDIATE SCHOOL**

**Principal:**

**KARLEEN ADAM-COMRIE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Jean Nuzzi IS 109 School Number (DBN): 29Q109  
Grades Served: 6-8  
School Address: 213-10 92<sup>ND</sup> AVENUE QUEENS VILLAGE NY 11428  
Phone Number: 718-465-0651 Fax: 718-264-1246  
School Contact Person: KARLEEN ADAM-COMRIE Email Address: KADAM@SCHOOLS.NYC.GOV  
Principal: KARLEEN ADAM-COMRIE  
UFT Chapter Leader: MELISSA DUNN-WALL  
Parents' Association President: JANICE BERRY  
SLT Chairperson: MELISSA DUNN-WALL  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): JANICE BERRY  
Student Representative(s):

**District Information**

District: 29 Superintendent: LENNON MURRAY  
Superintendent's Office Address: 222-14 JAMAICA AVENUE QUEENS VILLAGE NY 11428  
Superintendent's Email Address: LMURRAY3@SCHOOLS.NYC.GOV  
Phone Number: 718-264-3146 Fax: 718-712-1598

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: MARLENE WILKS  
Director's Office Address: 82-01 ROCKAWAY BLVD, QUEENS NY 11416  
Director's Email Address: MWILKS@SCHOOLS.NYC.GOV  
Phone Number: 917-520-6743 Fax: 718-

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
KARLEEN ADAM-COMRIE	*Principal or Designee	
MELISSA DUNN-WALL	*UFT Chapter Leader or Designee	
JANICE BERRY	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
THOMAS DASSAU	Member/ TEACHER	
BRENDA FULLARD	Member/ TEACHER	
MICHAEL RAMLOGAN	Member/ TEACHER	
NICOLE ALI	Member/ PARENT	
VANNIE TEIFEL	Member/ PARENT	
CAROL JENKINS	Member/ PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
SEEMATTIE KAUR	Member/ PARENT	
	Member/	
	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.

We, the community of Jean Nuzzi Intermediate School 109, aspire to create a safe, professional and nurturing environment where all students become positive, self-sufficient, life-long learners.

### MISSION STATEMENT

The mission of Jean Nuzzi Intermediate School 109 in partnership with the community promotes and models pride and excellence through high expectations and innovative experiences by enhancing the lives of students and staff, encouraging responsibility, advocating accountability, building knowledge, skills and attitude necessary to be successful, contributing members of a changing global society.

We provide a quality education that maximizes student potential by: supporting the standards driven instructional programs for all students; fostering positive self-images, respect, and the development of social skills in a nurturing atmosphere; encouraging awareness and appreciation for a culturally diverse environment; supporting a variety of academic programs and services which help to build excellence; using a diagnostic prescriptive approach at meeting individual needs; preparing students to compete in highly technological societies.

We offer our students NYS standards based core curriculum in English Language Arts, Math, Science, Social Studies. In addition to the core academic subjects the following are also provided:

### Law and Government

This program teaches our students about the history of law and government which helps them to gain a better sense of how the government works. Students are also able to contemplate current issues in society that they are interested in or concerned about. This program supports our Social Studies curriculum by allowing students to apply content they have learned to real life.

Our NFTE Entrepreneurship Program helps students learn business concepts, and practice skills including negotiation and pricing. They also work on the completion of business plans for their own individual businesses. Students have the opportunity to put their business savvy into action during our yearly NFTE Sales Event which generates a lot of excitement, not only with our NFTE students but with all students and staff.

We offer a one year academic prep class specifically geared to equip 7th graders with the needed skills to increase their scores on the NYC Specialized High School exam given in October of their 8th grade year. This program will help to increase the amount of students that are accepted to Specialized High Schools.

### Visual Art

Students in Art classes follow the NYC Art blueprint which includes: media perspective, painting, drawing, sketching and artistic design. Students' artwork is displayed throughout the building which helps to build students' self-esteem and school pride.

We offer our students who qualify the opportunity to earn High School credit by taking the following regents and proficiency courses. By providing these courses in middle school, our students are a step ahead when they enter high

school. We have a high success rate for passing these exams which affords students in the twelfth grade to take college credit courses:

Living Environment

Common Core Algebra 1

Partnerships

We have made several partnerships to enrich the social and emotional, as well as, the academic growth of all our students: Our NFTE Entrepreneurship Program helps our students learn business concepts, and practice skills including negotiation and pricing. They also work on the completion of business plans for their own individual businesses. The IS 109 Beacon Program offers our students a wide variety of services that include: academic enrichment, youth development, sports, fitness and wellness activities, visual and performing arts and community service programs. C.H.A.M.P.S offers our students additional opportunities, regardless of athletic ability, to engage in a wide variety of physical activities, and to encourage students to find activities that they enjoy and can participate in for life. In addition we offer:

A prep class-to help prepare students for the Living Environment Regents.

Multi-Cultural Club where students learn about various cultures. Students will also attend Broadway plays and Restaurants to experience cultural foods and arts.

Debate Team-obtained 60 awards overall, as a team 3rd place in school performance and have had 1st place in team performance as well.

Our Co-Ed Track Team has won over 50 medals and 2 trophies throughout the years. This program has helped to motivate those involved to strive to work harder in their academia.

Our school choir provides students who are interested in music to showcase their singing talents. All students interested in signing are welcomed to join the school choir.

Monthly College and Career readiness Activities

Each month our students are engaged in different activities based on the focus for the month in relation to college and career readiness. All students participate in these activities each month to support college awareness. Last year teachers and administrators decorated their classroom and office doors to highlight the college they attended. This helped to generate excitement amongst students and to open up opportunities for conversations

about different colleges and the programs that are offered.

#### Instructional Focus

Our instructional focus for the 2014-2015 school year is three tiered: 1) Data Driven Instruction- to ensure that assessments (diagnostic, formative and summative are administered and the results of these assessments are utilized to drive instruction. 2) Student Engagement-all students will engage in accountable talk and group activities in their content area classes. 3) Multiple Access Entry Points – Students will be based on their individual abilities by differentiating supports that are evident in the teachers planning and classroom observations.

#### Strengths/Growth

We offer a full complement of Special Education programs and have a history of success with moving students to less restrictive classes. In addition, we have 100% passing rate of our Algebra 1 Regents class. The majority of our classrooms integrate the use of technology to reinforce the academic learning process: Smartboards, Ipads and laptop activities are incorporated in the lessons to engage, motivate and provide multiple entry points for all students.

#### Area of Challenge:

Our students continue to work towards improving their skills needed for High School; however our self-contained students continue to struggle in ELA and math. We hope that through the addition of our Saturday Success Academy and our Achieve 3000 reading program, and Reading Apprenticeship which supports reading in the content areas that we can further close this achievement gap.

## 29Q109 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	981	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	34	# SETSS	N/A	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	24	# Music	N/A	# Drama
				N/A
# Foreign Language	21	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	64.7%	% Attendance Rate		94.0%
% Free Lunch	66.4%	% Reduced Lunch		11.7%
% Limited English Proficient	8.2%	% Students with Disabilities		12.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.2%	% Black or African American		41.9%
% Hispanic or Latino	18.5%	% Asian or Native Hawaiian/Pacific Islander		33.5%
% White	3.7%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.94	# of Assistant Principals (2014-15)		4
# 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)		5.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.58
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	25.8%	Mathematics Performance at levels 3 & 4		24.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		70.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		96.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	YES	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	YES	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

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

After reviewing our great School Framework report and our SY 2014-15 Quality Review, our strengths are in the area of instructional core, quality of student discussion. The Great School Framework has identified course clarity as an area of approaching target.

**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.

Throughout the 2015-16 School year teachers will be consistent in clarifying the expectations of the content area and provide feedback to students on their work. By June 2016, NYS- ELA will show a gain of 5% increase in progress as measured.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will provide students the expectations of their class and review the grading policy continuously in order to be successful students in all content areas. Teachers will confer on a</p>	<p>All Teachers and Para’s</p>	<p>Sept. to June 2016</p>	<p>Principal, Assistant Principal, MSQI Coach and Academic Consultant</p>

<p>weekly basis with students and record it in our Datacation system.</p> <p>A power point presentation reviewing the grading policy expectation will be presented to all staff members.</p> <p>Implementation of PBIS which includes quality conversation, accountable talk, rigorous questioning, active listening, productive, perform, participate and be attentive.</p> <p>PD will be given on the following topics: Data Driven Instruction/Analyzing Data, Rigorous Questioning, Differentiated Instruction (Multiple Access Entry), Universal Design for Learning and Assessment Collaborative Assessment Conference modifications, Language Acquisition for the ELL's, Strategies to Support SWD's and on-going Professional Developments to support.</p>			
<p>Create a schedule of snapshots/observations: Instructional quality will be consistently monitored (weekly-informally and monthly-formally) to determine if assessment and assessment modifications across multiple content areas have been broadened to include ELL's, AIS students and Special Education students and also to ensure that their learning styles and academic needs are being met.</p> <p>After-School ELL's Program using ESL math book by REA and ELA.</p> <p>Saturday Success Academy-Academic Intervention Program for lowest third and those in need, using Amplify for all grades &amp; Achieve 3000 for grade 7, Sadlier Vocabulary for Success and for Math using Rally's materials for all grades.</p> <p>Saturday Success Academy-SHSAT Prep Class using Kaplan Test Prep and Admission Course Book SHSAT</p>	<p>All Teachers , Para's, Ell's Student, AIS students</p>	<p>Sept. to June 2016</p>	<p>Principal, Assistant Principal, MSQI Coach, CEI-PEA Network Coach</p>
<p>Parent Involvement-</p> <p>Provide workshops for parents held by Parent Coordinator</p> <p>Workshop for Pupil Path by Datacation Presenter</p> <p>Increase Learning Leaders parent certification</p> <p>Phone messenger of important letters and meetings</p> <p>Reminder phone messenger for Tuesday parent teacher conferences.</p>	<p>All parents</p>	<p>Sept. to June 2016</p>	<p>Parent Coordinator, Parents, Teachers, and Learning Leader Facilitator, PBIS team</p>

PBIS presentation and letters informing parents will be done throughout the school year.			
In order for us to build trust all staff members, parents and students to work together to achieve and improve students outcome, as per the instructional focus 2015-2016 school year.	All faculty, parents and students	Sept. to June 2016	All Teachers, Students, Parents and Administration

**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.											
Teachers, Assistant Principal, Parents, Parent Coordinator, MSQI Coach, Amplify PD from Company and copies of word generation, purchasing of additional materials for all programs and Professional developments.											
<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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress will be monitor on the Degrees of Writing Power (DRP) ready New York CCSS from Curriculum Associates as our Benchmark using in January 2016 with a 3% gains.  Snapshots/Observations of all teachers  All of the above targets will be met by February 2016.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

Based on the results of our Framework for Great Schools Report and SY 2014-15 Quality Review, our strengths are in the area of instructional core and our school culture.

According to our Framework for Great Schools Report, there is a discrepancy amongst what teachers believe and how students feel in terms of supportive environment.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

By June 2016, the school will increase the number of students who feel safe and supported by 5% as measured by our monthly in house surveys and the Learning Environment survey.

Throughout the 2015-16 School year teachers will be consistent in clarifying the expectations of the content area and provide feedback to students on their work. By June 2016, all staff members and students will be fully trained on PBIS initiative to improve student-teacher trust.

### 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 Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Monthly student surveys will be created by Student Government.</p> <p>Implementation of PBIS school wide will help encourage a positive school climate. The goals and objective for PBIS are:</p> <p>-to help students to know what is expected of them and choose to be positive.</p> <p>-to learn the skills, know what to do, and obtain the natural benefits for acting responsibly.</p> <p>-allow adults and students to have more time to focus on relationships; and classroom instruction.</p> <p>-learn that there is an instructional approach to discipline. Instances of problem behaviors, opportunities to learn and practice prosocial behavior.</p> <p>-The school wide expectations are the P's and Q's which are to:</p> <p>Be positive</p> <p>Be productive</p> <p>Be professional</p> <p>Quality conversation</p> <p>Quality relationships</p> <p>This system for teaching behavior is for everyone school wide.</p> <p>Student verses Faculty Bi-Yearly Basketball Game</p> <p>I-Safe is a state approved curriculum to help bring awareness to all children of the various types of bullying that takes place and</p>	<p>All students</p>	<p>Dec. to June 2016</p>	<p>Principal, Assistant Principals, Dean, Teachers, and SAPIS</p>

<p>how to protect themselves from being bullied. We show our student a monthly presentation from the I-Safe series. In addition to support our anti-bullying campaign we will host a fall 2015,</p> <p>Bullying Free, Absentee Free and Drug (BAD)-Carnival Fair it will help our students become aware of what bullying can lead to and how victims of bullying feel. As well as staying away from drugs Suicidal Prevention Program will bring awareness to all state holders about related issues and to keep students safe from harm.</p> <p>-College Readiness Monthly Theme helps to encourage and prepare students for the process of applying to colleges and researching the field of interest.</p> <p>-Morning refreshers using the book of Energizing Brain Breaks during morning announcements. According to David Sladkey the author of Energizing Brain Breaks, activating the brain with one to two minute activities helps boost a positive attitude, relieves stress and promotes efficiency in students.</p>			
<p>We also provide a bilingual guidance counselor in case they ever need someone to speak to. Staff and parent volunteers are available to translate when necessary. Students with Disabilities have the opportunity to see their guidance counselor whenever necessary as well as our SAPIS, Dean and Administrators when needed. All students participate in all activities in order to support the academic environment.</p>	All students	Dec. to June 2016	Teachers, Dean, SAPIS, Students Principal and AP's
<p>Parents assisting with the activities in the school. Parents Coordinator provides workshop for parents. Phone messenger and Skedula are means of direct contact with teachers, informing parents of school activities.</p>	All students	Oct. to June 2015	SAPIS, Dean teachers and AP's
<p>All staff members, parents and students are working together to achieve and improve students feeling safe and learn to trust one another</p>	All students, Staff and parents	Jan. to March 2016	Principal, School Psychologists, Social Worker, Guidance Counselor, Assistant Principals, Dean, Teachers, and SAPIS

**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.											
PBIS training which include copies, posters, letters to parents and workshop outside the building and in school. It will require coverages and per session for teachers. Team presentation to parents after school as well as training student PBIS Ambassadors.											
<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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

**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.

After analyzing the Framework for Great Teachers indicates our strength are inclusive awareness, inclusive classroom instruction and peer collaboration.

The area of growth based on the Framework for Great Teachers is in the area of the quality of professional development. Our Quality Review has also indicates that teacher teams do not yet capture the effectiveness of instructional strategies connected to school goals or the school focus on student engagement.

### 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, teacher teams will all utilize the protocol for inquiry teams and captivate the effectiveness of instructional strategies connected to the school goals and school focus on student’s engagement.

By June 2016, 50% teachers will see improvement in their instructional practice in the areas identified as citywide instructional expectations on the 4 point researched based Teacher Effectiveness rubric (Charlotte Danielson). Cluster Inquiry Teams will be revised with protocols.

### 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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All teacher teams will have professional development and support on the protocols of teacher teams. This will allow teachers to captivate the effectiveness of instructional strategies connected to the school goals and schools focus on students' engagement.</p> <p>The Professional Learning Committee and Administrators will create monthly PD plan that are linked to the Teacher Effectiveness rubric (Charlotte Danielson). The workshop will be on-going in order to foster school wide uses of strategies that support Charlotte Danielson Domains. Create schedule of snapshots/observations, walkthroughs, demo lessons. The purpose is to frequently observe and provide meaningful feedback on teacher's application of Teacher Effectiveness.</p> <p>PBIS workshop will be on going for the school year 2015-16 to promote collaboration amongst administration, teachers, students and faculty.</p> <p>Common planning will be implemented on all grades/departments until June 2016. Inquiry team will be revised to reflect school wide collaboration.</p>	<p>Teachers and Para's</p>	<p>Sept. to June 2016</p>	<p>Principal, Assistant Principal, MSQI Coach and Teacher</p>
<p>Teachers will have opportunities in whole group, small group and individual sessions to reflect on students learning styles, access entry and goals in all content areas.</p>	<p>Teachers</p>	<p>Sept. to June 2016</p>	<p>Principal, Assistant Principal</p>
<p>Teacher Cluster team meetings will review students work, student's data and assessments to formulate actionable next steps. Teachers will meet in grade level and cross functional teacher teams to review student data gathered from class assessment. Parental engagement on Tuesdays will enable collaboration between parents and teachers to work towards the common goal of higher student outcomes.</p>	<p>Teachers</p>	<p>Sept. to June 2016</p>	<p>Principal, Assistant Principal and Teacher</p>
<p>In order to continue to build a school culture based on trust, collaboration and respect, school leaders have open door policies</p>	<p>Teachers</p>	<p>Sept. to June 2016</p>	<p>Principal, Assistant Principal and Teacher</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.

MSQI Coaches and Borough School Support Center

Materials to support Professional Developments and classroom implementation

Coverage for Teachers going to Professional Developments outside of the school.

Books for teachers; The Skillful Teacher and Energizing Brain Breaks and Making Thinking Invisible.

National School Reform faculty Resource Book and Video will be used to improve teacher teams protocols.

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

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

**Part 5 – Progress Monitoring**

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

A review of Measurement of Teacher Observation (MOTP) in Advance and Teacher Observation has been reviewed to re-evaluate areas in need of improvement as well as growth. Students engagement and work ethics will be measured through surveys and observations. In February we will show a 5% growth in the MOTP area of student engagement.

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

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

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

### **Part 1 – Needs Assessment**

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

Based on the results of the Framework for Great Schools, we have identified that teachers do not feel they have enough influence over school policy.

The Quality Review indicates that one of our strength is that we align the use of resources to support instructional goals that meet student’s needs. As a result the increase of resources had allowed our teachers to use a variety of materials to help move the instruction in our building.

### **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, Schoolwide Student Surveys and parent surveys will show a 10% growth of teacher, student and parent satisfaction with engagement.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>			
Teachers will engage in the review of resumes and interviewing new prospects for hire. Teachers take part in assisting to make decision that affects the school and sharing ideas of ways to promote parent engagement within the school.	New Staff, and Parents	Sept. to June	Admin, Teachers

As research based results found from Educational Leadership on “Research link/Extracurricular Activities and Student Motivation, it indicates that extracurricular activities “foster a more cooperative environment, and may therefore encourage students to stay in and complete school”, as per the study done by R. McNeal. Secondly, the study done by Mahoney and Cains results “discovered that a wider choice of activities resulted in a stronger effect because students’ individual needs and interest were more likely to be met.”	All students	Sept to June	Principal, Assistant Principal, Parent Coordinator , teachers, parents
In order to encourage an all-inclusive environment all students are invited to participate in programs that they are interested in. This will help their social skills and learn about each other’s cultures. Partnerships have been formed with Broadway Junior program , CASA program, MSQI Debate team, Champs (Track Team and Fitness Club) and a host of other clubs based on students survey.	All students	Sept. to June 2015	Principal, Assistant Principal
In order to continue to build a school culture based on trust, we meet with the student government monthly to discuss the students request and ideas for the school.	All	Sept. to June 2015	Assistant Principal, Teacher and students

**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.											
Teacher volunteers to formulate teams.											
Per session pay for teachers, materials for the programs, trips and parent volunteers.											
<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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
January, 2016 in midpoint house survey will be administered to determine if students are satisfied with number of programs offered in the school. Surveying the teachers and parents based on their satisfaction of the school decisions. We anticipate a growth of satisfaction midpoint, February 2016 of 5%.
<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.

Based on the results of our 2014-15 Framework for Great Schools Report data shows that our students do not feel safe in the school and students do not trust their teachers.

Our strength from the data from the 2014-15 Framework for Great Schools Report data shows our school strength is in the area of social emotional learning.

**Part 2 – Annual Goal**

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

By June 2016, all staff members and students will be fully trained on PBIS initiative to improve student-teacher trust and feeling safe in the school. The annual survey for teachers and students will show a growth of 10%.

**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) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Implementation of PBIS school wide will help encourage a positive school climate. The goals and objective for PBIS are:</p>	<p>All students and staff members</p>	<p>Sept. to June</p>	<p>Principal, School Psychologists, Social Worker, Guidance Counselor, Assistant Principals, Dean, Teachers, and SAPIS</p>

<p>-to help students to know what is expected of them and choose to be positive.</p> <p>-to learn the skills, know what to do, and obtain the natural benefits for acting responsibly.</p> <p>-allow adults and students to have more time to focus on relationships; and classroom instruction.</p> <p>-learn that there is an instructional approach to discipline. Instances of problem behaviors, opportunities to learn and practice prosocial behavior.</p> <p>-The school wide expectations are the P's and Q's which are to:</p> <p>Be positive</p> <p>Be productive</p> <p>Be professional</p> <p>Quality conversation</p> <p>Quality relationships</p> <p>This system for teaching behavior is for everyone school wide.</p> <p>Student verses Faculty Bi-Yearly Basketball Game</p>			
<p>Monthly student surveys will be created by Student Government</p> <p>I-Safe is a state approved curriculum to help bring awareness to all children of the various types of bullying that takes place and how to protect themselves from being bullied. We show our student a monthly presentation from the I-Safe series. In addition to support our anti-bullying campaign we will host a fall 2015,</p> <p>Bullying Free, Absentee Free and Drug (BAD)-Carnival Fair it will help our students become aware of what bullying can lead to and how victims of bullying feel. As well as staying away from drugs Suicidal Prevention Program will bring awareness to all state holders about related issues and to keep students safe from harm.</p> <p>-College Readiness Monthly Theme helps to encourage and prepare students for the process of applying to colleges and researching the field of interest.</p> <p>-Morning refreshers using the book of Energizing Brain Breaks during morning announcements. According to David Sladkey the author of Energizing Brain Breaks, activating the brain with</p>	All students	Oct. to June	Principal, School Psychologists, Social Worker, Guidance Counselor, Assistant Principals, Dean, Teachers, and SAPIS

one to two minute activities helps boost a positive attitude, relieves stress and promotes efficiency in students.			
We also provide a bilingual guidance counselor in case they ever need someone to speak to. Staff and parent volunteers are available to translate when necessary. Students with Disabilities have the opportunity to see their guidance counselor whenever necessary as well as our SAPIS, Dean and Administrators when needed. All students participate in all activities in order to support the academic environment.	All students	Sept. to June	Teachers, Dean, SAPIS, Students Principal and AP's
Parents assisting with the activities in the school. Parents Coordinator provides workshop for parents. Phone messenger and Skedula are means of direct contact with teachers, informing parents of school activities.  Parents As Reading Partners Program is designed to encourage children to read together with their parents/guardians for 30 minutes.  Our PTA is also formulating a parent book club to encourage parents to read so that children will model them.	All students	Oct. to June 2015	Teachers, Dean, SAPIS, Students Principal and AP's

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

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Students surveys showing student feel safer in the school environment and a decrease of disciplinary issues. An increase of 5% of parents and teachers will participate in school wide activities. All of the above targets benchmark will be met by January 2016 and reassessed again by June 2016.
<b>Part 5b.</b> In <b>February 2016</b> , 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>	Students state exam scores, assessment performed in class, as well as students DRP results. AIS, as per the recommendation of content teachers	Saturday Success Program is a key resource for our at risk students. Students will be engaged in reading, writing, and vocabulary development. We are also using Achieve 3000 for our 7th grade students.	Students are paired into groups and are supported by content specialist and are rotated from ELA to Math. This is designed to enable teachers to address targeted skills.	On Saturdays students attend Saturday Academy for AIS services.
<b>Mathematics</b>	Students state exam scores, assessment performed in class, as well as students DRP results. AIS, as per the recommendation of content teachers	Saturday Success Academy is a key resource for our at risk students. On Saturdays students are paired into groups and are supported by content specialist and are rotated from ELA to Math. This is designed to enable teachers to address targeted skills	Students are paired into groups and are supported by content specialist and are rotated from ELA to Math. This is designed to enable teachers to address targeted skills.	On Saturdays students attend Saturday Academy for AIS services.
<b>Science</b>	Students are targeted based on (MOSL) Measure of Student Learning in Science results. AIS, as per the recommendation of content teachers	One-to-one instructional tutoring is provided. ILSET Parent Workshop is used to support parents of AIS students understanding of the science state exam.	Students are paired into groups, one to one and small groups are supported by content specialist. This is designed to enable teachers to address targeted skills.	During lunch and in class.
<b>Social Studies</b>	Students are targeted based on (MOSL) Measure of Student Learning in Social Studies results. AIS,	One-to-one instructional tutoring is provided.	Students are paired into groups, one to one and in small groups are supported by content specialist.	During lunch and in class.

	as per the recommendation of content teachers			
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk students are determined based on their IEP's and referrals for counseling.	<p>The school guidance team provides group &amp; individual counseling including: conflict resolution, crisis intervention, class visits &amp; act as a resource for teachers &amp; parents, Case Managers for PPT. Assist with attendance monitoring &amp; intervention services. Child abuse prevention &amp; intervention; address issues relating to students in temporary housing. Referral to outside agencies &amp; services (ex: FAP; family counseling, &amp; academic services).</p> <p>The school psychologist will offer clinical services and provide group &amp; individual counseling including: conflict resolution; crisis intervention, class visits &amp; act as a resource for teachers &amp; parents.</p>	As needed small group, whole class, and or one to one.	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our recruitment strategies are the following:</p> <p>Attend recruitment fair highlighting our school.</p> <p>Formulating a committee that includes teacher's administrators for the interviewing process and utilizing a quality rubric to assist in the decision process of hiring a candidate.</p> <p>Experienced teachers are utilized to mentor new teachers as a means of sharing best practices, impact on student learning. Teachers are also given the opportunity to present for professional development and colleagues are allowed to do inter-visitation in their classrooms.</p> <p>Teachers are given assignments based on their license areas and experience. Teachers who aspire to become administrators are given task to support their internship and mentored by one of the administrators in the building.</p> <p>New Teachers are mentored by experienced teacher who can provide guidance, share best practices and impact of student learning. Professional development is provided for teachers throughout the school year in support of best practices to engage and motivate students with the learning process.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff members attend weekly professional development, some attend outside professional development that are turned key to staff. The Professional Learning Committee which is made up of teachers discuss the professional development that staff members request and review and link them to the Citywide Expectation and data from multiple sources. All Administrators including the principal attend workshops offered by ELI, CEI-PEA Network, Superintendent Professional Developments and Chancellors Professional Developments. All of the above mentioned are ways to further assist teachers and other staff members.</p>

### 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.).

N/A - We are a Middle School.

**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.

Teachers are given the opportunity to meet during common planning to create their unit assessment being taught throughout the school year. Furthermore, the Professional Learning Committee which is made up of teachers plan out the professional development that is needed for the teachers in order to provide good practices to promote students learning.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	341,677.00	x	5a, 5b, 5c, 5d, 5e
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	5a, 5b, 5c
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,860,785.00	x	5a, 5b, 5c, 5d, 5e

**1Explanation/Background:**

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

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

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

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

<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.

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Jean Nuzzi Intermediate School 109, 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. Jean Nuzzi IS 109 will support parents and families of Title I students by:

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

**Jean Nuzzi Intermediate School 109**, 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>Jean Nuzzi</u>	DBN: <u>29Q109</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

-While ELL's are given support during their regular day, there is a need to provide these students with extra help after school hours. Many of these students struggle to keep up with their peers and many times feel a little overwhelmed, shy, and may lack confidence when they are in general classes. These students will be in a smaller group setting where they will be able to drop their affective filter and feel more comfortable to ask for help with certain things they do not understand. In addition, Ms. Moronta and MS. Henry are fluent in Spanish, this will provide extra support in helping to make connections to their native language.

-Six, seventh, and eight graders will be served.

-The program will take place on Wednesdays and Thursdays from 2:30-4:00 starting January 7th- May 30 to be conducted by Ms. Moronta and Ms. Henry and Ms. Lopez.

-Saturday Academy 9:00-12:00, Starting January 10th -May, To be conducted by Ms. Henry and Ms. Lopez.

-Instruction will be in English and Spanish.

-There will be two certified teachers. Ms. Moronta holds an ESL license, Ms. Henry holds a Spanish Bilingual license.

## 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: \_

-There are many strategies that can be used to support the needs of ELL's. These strategies should be shared with all teachers who are responsible for teaching these students in order to provide appropriate instruction.

-There will be a workshop for teachers of ELL's. 12/15/14 & 3/23/15 One hour.

-We will go over strategies to improve ELL's performance.

-Ms. Russo and Ms. Moronta.

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**Part D: Parental Engagement Activities**

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

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

Begin description here: \_

-Parent involvement has a major impact on student achievement. Many times ELL parents are not aware that their child must test out of ESL by passing the NYSESLAT. WE will hold parent workshops to inform the parents of how they can help in getting their children ready for the NYSESLAT.

-There will be two information sessions: One will be done in November and one to be done in March. Each workshop will be an hour long.

-Ms. Russo and Ms. Moronta

-Parents will receive a letter to inform them of the events 12/1/14 and 3/30/15 for one hour 4:00-5:00.

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**Part E: Budget**

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

Allocation Amount: \$0

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



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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>29</b>	Borough <b>Queens</b>	School Number <b>109</b>
School Name <b>Jean Nuzzi Intermediate 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>Karleen Adam-Comrie</b>	Assistant Principal <b>Lukia Naraine</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Karla Moronta</b>	School Counselor <b>Tiffanie Poole, Monica Lowe</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Arketa Sherron</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Lenon Murray</b>	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	962	Total number of ELLs	88	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<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>	88	<b>Newcomers</b> (ELLs receiving service 0-3 years)	57	<b>ELL Students with Disabilities</b>	19
<b>SIFE</b>	13	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	22	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

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>	57	11	3	22	2	12	9	0	4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

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

### Freestanding English as a New Language

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							7	7	10					0
<b>Emerging</b> (Low Intermediate)							0	8	5					0
<b>Transitioning</b> (High Intermediate)							7	4	3					0
<b>Expanding</b> (Advanced)							11	8	18					0
<b>Commanding</b> (Proficient)							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	5	0	0	0
7	15	2	0	0	0
8	24	2	0	0	0
NYSAA	0	0	1	0	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	12		4		1		0		0
7	17		2		1		1		0
8	28		3		0		1		0
NYSAA	0		0		1		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	10		12		0		0		0
NYSAA Bilingual (SWD)					1				0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - IS 109 utilizes the NYSESLAT Exam, DRP, Baseline Assessments in ELA and The ELL Periodic Assessment exam to assess the early literacy skills of ELLs students. The data collected from these exams supports teachers in making instructional decisions on how to differentiate their support for ELL students. Our school focus is reading and writing in all content areas with differentiation to meet students needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The data provides insight into a disparity between listening/ speaking and reading/ writing proficiencies of students. This information helps us analyze instructional best practices, or lack there of. Overall, 30 of 73 students scored proficient in Listening and Speaking on the NYSESLAT in 2012; 19 of 73 students scored proficient in Reading and writing; 15 students tested out of ESL in 2012. In grade 6: six students were proficient, 13 were advanced, five scored intermediate and four scored as beginners. In grade 7, four students scored proficient, seven students scored advanced, 6 students scored intermediate and two students scored as beginners. In grade 8, five students scored proficient, four students scored advanced, 13 students scored intermediate nad four students scored as beginners.

In 2011 21 of our students tested proficient on the NYSESLAT. The data also informs us that teachers are in need of professional development around the topic of teaching students how to read and write. The data from our latest NYSESLAT reveals that we currently have 24 EN, 13 EM, 14 TR and 36 EX. Our NYSITELL data is as follows: 9 EN, 1 TR, 1 EM, and 2 EX. The data also revealed that our students continue to struggle with writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

The Data Analysis and AMAO is used to calculate AMAOs 1 and 2 at the school level for the first time. 29Q109 uses the tool to analyze student achievement data in the content areas, identify early warnings that lead to student's risk of lower academic achievement. We use it to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and design effective instructional programs and/or interventions for those students. Last year, 29Q109 met AMAO 1 and 2. We will continue to use the tool to set instructional goals for our ELLs.

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

Periodic assesment data provides the school with specific target areas for istration. It also provides students with information to support their own learning goals. We do not currently have a bilingual program therefore our students receive content instruction in English.

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](#).]

-IS 109 administration uses the results of student examinations in three ways:

- to conduct observations, formally and informally
- to prepare and conduct professional development
- to make budget decisions.

Students do not take tests in their native language. We utilize the results of our Periodic Assessments to identify students' strengths and weaknesses in language acquisition and development. Teachers and administration look for trends in the periodic assessment data in order to create longterm and short term instructional goals for individaul students and groups of students.

-We then determine how to instructionally support students based on their results.

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

The content area teachers of English Language Learner students utilize a variety of instructional approaches to support students' understanding of vocabulary.

-Classroom libraries are used to support the ELL students in the content area classrooms.

-In the content areas, ELL students receive additional support from the ESL teacher who employs small group instruction in order to differentiate for the English Language Learners.

-Native language texts are available in the bilingual libraries of the ESL classroom in order to support students learning in their native language. ELL students are provided with conent area glossaries to support their understanding of content vocabulary.

-Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a minilesson, an active engagement, a work period, and a closing.

-The Entering, Emerging ELL students during standalone ENL focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. Transitioning and Expanding studnets are provided with scaffolds during integrated ENL to support language acquisition. ESL teachers also use the content area curriculum pacing guides to support their instructional unit planning. Students do not take tests in their native langauge. We utilize the results of our Periodic Assessments to identify students' strengths and weaknesses in langauge acquisition and development.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our ESL program by first examining the results of the NYSESLAT and State Exams. We then consult other data reports. The Data Analysis and AMAO is used to calculate AMAOs 1 and 2 at the school level for the first time. 29Q109 uses the tool to analyze student achievement data in the content areas, identify early warnings that lead to student's risk of lower academic achievement. We use it to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and design effective instructional programs and/or interventions for those students. Last year, 29Q109 met AMAO 1 and 2. We will continue to use the tool to set instructional goals for our ELLs.

## Part IV: ELL Identification Process

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

- 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.

-One of our certified ESL teachers, Ms. Moronta or Ms. Sinopoli, are responsible for conducting the initial screening to identify students who may be English Language Learners. They will work with the parents and students to conduct an informal oral interview in English and in the native language. Ms. Moronta speaks Spanish and English. Over the phone interpretation services will be provided as needed. The HLIS is completed by new admits and by those who have not been in NYS public schools for more than two years. The home language preference is determined based on the results of the HLIS.

-ESL teachers then administer the NYSITELL within 10 days of enrollment.

-When a student is newly admitted to the school the ELL Coordinator, Ms. Moronta or a licensed ESL teacher, Ms. Sinopoli is called down to help with filing out the HLIS. Depending on the responses the video is shown at the time of registration. The ESL teacher, after the student is registered, assigns someone to administer the NYSITELL. This testing takes place within the first 10 days of a student's enrollment. If a student is required to be tested in Spanish, they are administered the Spanish LAB.

-Parents of students who do not pass the NYSITELL come to orientation and receive entitlement letters in their preferred language explaining that their children are entitled to receive ESL services within five days of identification. Parents are informed by letter of their right to appeal the enrollment decision. Copies of ELL parent notification letters will be placed in each student's cumulative folder.

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).

Students with interrupted formal education are identified as follows: The same process for initial identification is followed. If there is an indication during the identification process that a student has had an interruption in their formal schooling, the SIFE Identification Process is followed: The oral interview questionnaire is administered. If the home language of the student is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE. SIFE status will be indicated within 30 days.

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

The Language Proficiency team will determine whether or not newly enrolled students with IEP's have language acquisition needs. The Language Proficiency Team will meet and review evidence of the student's language development. If the team recommends the student takes the NYSITELL, then the identification process will continue as it does with all students. If the team determines the student does not take the NYSITELL, the recommendation is sent to the principal for review and then the principal determines whether or not the student takes the exam. If the student does not take the NYSITELL, the Principal's determination is then sent to the superintendent for review. The parent is notified of the decision within 3 days. If the superintendent agrees that the student should not be tested, the identification process terminates. If the superintendent determines the student should be tested, then the identification process continues as with all students. Parents have 20 days to accept or reject the LPT recommendation. The special education Assistant Principal, Ms. Williams reviews the IEPs of new admits and consults with the ELLs coordinator Ms. Moronta and the Assistant Principal, Ms. Naraine to ensure that students' mandates are met.

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.

-Parents of students who do not pass the NYSITELL receive entitlement letters in their preferred languages explaining that their children are entitled to receive ESL services.

-Copies of the letters are made and filed at the school and one is given to each parent. Each teacher gives their students their entitlement letters and students sign that they receive the letters. Students return the letters signed by their parent/ guardian and the letters are kept on file in the ESL Coordinator's classroom, and also placed in the student's cumulative folder.

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

Parents are informed of the right to appeal ELL status through the letter they receive in their preferred language about entitlement or non-entitlement. The letter is mailed and backpacked home to the parents. The ESL teachers are responsible for distributing and filing these letters. Dated and signed letters will be placed in the student's cumulative folder.

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.

We strive to support parents in making educated decisions about their children's placements. We ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).

- Parents are invited to an Orientation conducted by the ESL coordinator, and supported by the ELL's teachers and the Parent Coordinator. At the orientation, parents are informed of their options.

-Parents are provided with brochures about each program in their home language.

-At this meeting, parents are informed that their children have the right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language and consecutive grade. At this meeting, parents are encouraged to ask questions regarding their options.

- Parents are provided with Program Selection Forms in their native languages. According to a review of Home Language Surveys, the program of choice selected by parents has routinely been ESL. We utilize our SchoolMessenger system to ensure that all forms are

returned.

-Parents are given the opportunity to have their questions answered at the orientation and also have the opportunity to review the information in the brochure. The parents are also shown a video informing them of the three different types of programs.

-If a parent misses the orientation they are given the opportunity to meet one on one with the ELL Coordinator.

-Translation services are utilized as needed. ELL Status is determined within 10 days of enrollment. Parents are notified via letter in their preferred language of entitlement status within 5 days of the decision and they are informed of their right to appeal the decision in the letter.

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 school utilizes a phone messenger system called Schoolmessenger to notify all parents about the returning of forms in a timely fashion. If a form has not been returned, the parent coordinator or ESL teacher contacts the parent. Parents are provided with surveys and program selection forms during parent orientation. Program choices are entered into the ELPC screen in ATS by Ms. Moronta. If and when a TBE/DL program becomes available, parents who would like their children to be part of that program will be notified by the ESL Coordinator, Ms. Moronta via letter and phone call, if necessary.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL Coordinator keeps record of all forms and whether or not they have been returned. The ESL Coordinator keeps a binder of all student records and frequently reviews the binder to ensure collection of all necessary documents. If parents do not return the program selection form, outreach is done by the ESL Coordinator Ms. Moronta. If the forms are not returned, default letters are provided to parents in their preferred language.

9. Describe how your school ensures that placement parent notification letters are distributed. Placement notification letters are prepared by the ESL Coordinator Ms. Moronta and ESL teacher Ms. Sinopoli, who then ensure their distribution by having students sign for the letters after they received them. Letters are prepared in the parent's preferred language of communication. If necessary, individual letters will be mailed to the homes of students.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all ELL documentation for each student is kept in a binder located with the ESL Coordinator. Originals are also placed in the cumulative folders of each student. Documents are kept with the ESL Coordinator for up to seven years and then are securely destructed.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to ensure that all entitled students are tested and complete all sections of the NYSESLAT we print out and review the RLER and RLAT reports from ATS and then create a test roster for the exam. On the exam days attendance is taken and an absent list is created to make sure that absent students are tested upon their return to school.

-All ESL teachers are assigned a grade

-There are certain days during the year allocated to making sure that every ELL receives all four parts

-If a student misses a section the ESL Coordinator ensures that they make it up.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters and transitional support letters are prepared by the ESL Coordinator who then ensures their distribution by having students sign for the letters after they received them. Letters are prepared in the parent's preferred language of communication. If necessary, individual letters will be mailed to the homes of students.

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).

Our ELLs Coordinator monitors the parent selection choices by reviewing program selection forms of our new admits. Upon review of Parent Selection Forms for the past few years, parents consistently choose freestanding ESL.

## 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.

ELL students are grouped together by grade and travel together by class. Students are heterogenously grouped in their content area classes for integrated services. During integrated ENL the ESL teacher and the English teacher work together to provide instruction to meet both the content standards and language acquisition. Students are homogenously grouped when they are pulled out for stand alone ENL services.
  - b. TBE program. *If applicable.*

N|A
  - c. DL program. *If applicable.*

N|A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering students receive a total of 360 minutes of ENL per week which is broken down as follows: 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Emerging students receive a total number of 360 minutes of ENL services which is broken down as follows: 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Transitioning students receive a total number of 180 minutes of ENL which is broken down as follows: 90 minutes of integrated ENL/ELA and 90 minutes of either standalone ENL or integrated ENL/ELA. Expanding students receive 180 minutes of integrated ENL\ELA. Our proficient ELLs receive 90 minutes of integrated ENL/ELA for 2 years after reaching the commanding 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.

Integrated ENL services are provided by the ESL teacher and the content area ELA teacher. Our ELA teachers follow Expeditionary Learning curriculum which is NYS approved and standards based. Teachers plan together to create lessons that provide scaffolds and supports for ELL students. The content area teachers of English Language Learner students utilize a variety of instructional approaches to support students' understanding of vocabulary.

  - Classroom libraries are used to support the ELL students in the content area classrooms.
  - In the content areas, ELL students receive additional support from the ESL teacher who employs small group instruction in order to differentiate for the English Language Learners.
  - Native language texts are available in the bilingual libraries of the ESL classroom in order to support students learning in their native language. ELL students are provided with content area glossaries to support their understanding of content vocabulary
  - Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a minilesson, an active engagement, a work period, and a closing.

ESL teachers also use the content area curriculum pacing guides to support their instructional unit planning for standalone ENL services.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are given the opportunity to take assessments in their home languages when available, and are provided with such assessments if they choose to utilize them in lieu of the English version (ie. Math State Exam; MOSL Science and SS exams).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are administered a variety of assessments such as classroom tests, quizzes and writing assessments throughout the school year. In addition, a portfolio will be compiled for each child. Students are continually assessed for Speaking, Listening, Reading and Writing modalities to determine progress or lack thereof during standalone ENL. During integrated ENL, students take the same assessments that non ENL students take in ELA. Students take midunit assessments approximately every four weeks and end of unit assessemnts approximately every 8 weeks.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ESL teacher targets in on the alphabet, simple words, and visuals to support the ELLs to acquire English Language proficiency.
  - The ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and

writing skills in English.

- SIFE students receive the necessary differentiated support via our standalone ENL program. and also when they are in integrated ENL.

-The instructional plan uses ESL strategies such as exaggerated gestures, repetition, slow speech,TPR, visuals and analyzing reading material to make it easier to comprehend.

- The Instructional Plan for Newcomer ELLs in US schools is the following: students receive the necessary help in listening, speaking, reading and writing in English. Assessments such as theNYSITELL, NYSESLAT and ESL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated for individual students. Entering students, as well as all ELL students are given access to the curriculum in all content areas. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ESL strategies allows for the ELLs to get the instruction they need to help them succeed. The ESL teacher differentiates her instruction specifically for longterm ELLs in order to support gains in language acquisition. All ELL students are provided with test accomodations during state exams as well as during classroom assessments. Teachers will either modify their assessments or provide ELL students with extra time to complete assessments. Students are also provided with glossaries to utilize during all assessments and are encouraged to use the glossaries.

-The after school program runs from October to May and is offered on Wednesdays and Thursdays from 2:30pm-4:00pm . The program instructor, Ms. Moronta, is a certified ESL Teacher who provides instruction in English. The purpose of theprogram is to help our students work individually and/or in small groups to enhance comprehension, grammar, vocabulary, listening, speaking, reading and writing skills. The twelve step reading strategies are taught to promote different levels of thinking (Blooms Taxonomy) through ESL textbooks and various leveled libraries which give our students choices to express their literacy style. From the simple to the complex, students gain the confidence to share their ideas and opinions in English. The goal is to help ELLs achieve English Language proficiency in all modalities. Once the ELLs achieve proficiency, they test out of the ELL program and then receive transitional services for two years.

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.

The principal must review the Re-identification Process decision between 6-12 months to ensure that the student's progress has not been adversely affected by the decision. The principal will consult with the guidance counselor, the parent/guardian and the student. If it is determined that the student has been adversely affected, the student will be provided with additional support and may reverse the decision. If the decision is to reverse ELL status then the principal must consult with the superintendent. The parent will be notified of the final decision within 10 school 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?

The ELL's teachers create individual programs for each student that is part of their case load.

-This individual schedule allows the ELL's teacher to provide differentiated support to each student, dependent upon his or her specific needs. During integrated ENL/ELA students are exploring the Expeditionary Learning curriculum which is specific to each grade level and is state approved/standards based. The ESL teacher and English teacher modify those lessons to provide differentiated support for ELL students.

-Visuals, Manipulatives, modeling, scaffolding, vocabulary building and technology are incorporated into daily lessons; All content area classrooms are equipped with Smartboards and computers. to support instruction.

The Special Education Assistant Principal Ms. Williams reviews students IEP mandates and ensures that students are placed in the correct program to meet IEP mandates and ESL services.

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?

-ELLs identified as having special needs require help in Acquiring the English language. As with other ELLs, the assessment results of the ELL periodic exam, the NYSESLAT and NYSITELL help to determine where special needs ELLs require the most support.

- IEP goals additionally give insight into the needs of an Special Ed ELL. Between the information from the exams and the annual review/triennial testing for a special needs ELL, these students receive support for their learning disability and language acquisition. Lessons are modified accordingly.

-Teachers utilize the following, but are not limited to, strategies in order to accerlerate the language development of ELL-SWDs: activate prior knowledge, model, scaffold, TPR, vocabulary development, and utilizing the Twelve Strategies of Reading comprehension. -The ESL teachers work in collaboration with the Special Education teachers, and the Special Education Supervisor, Ms. Williams, in order to best support and service our students with special needs.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

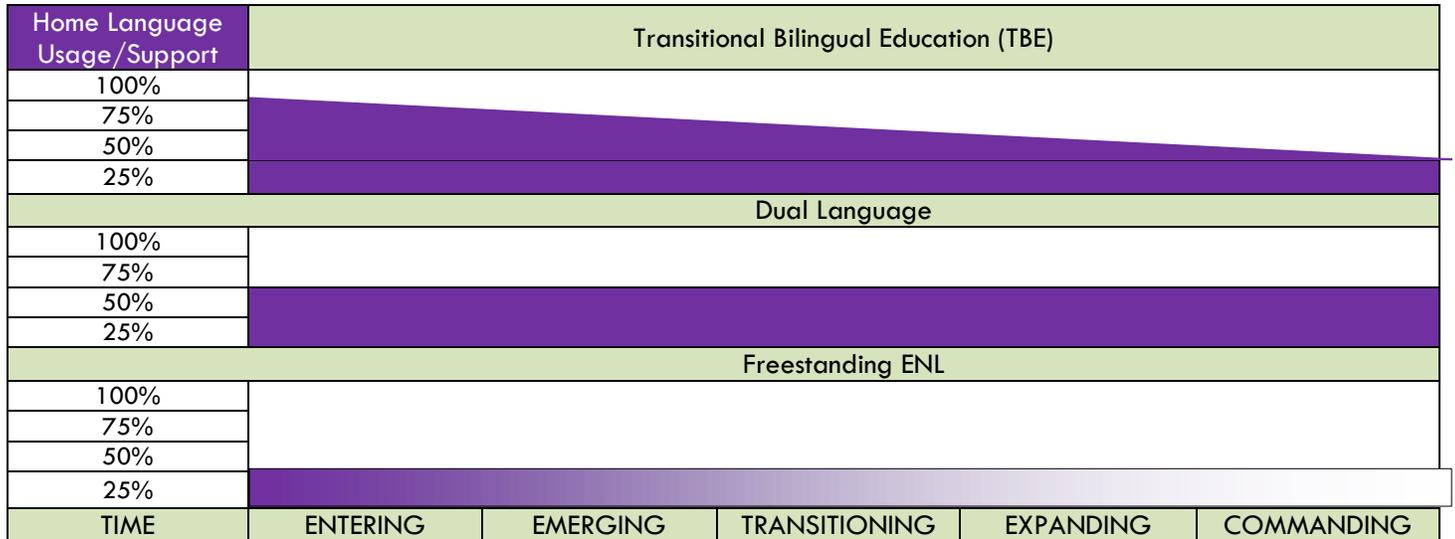


\*Note “other approved services” does not apply to New York City at this time.

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.
- Intervention available to our general population are also available to our ELL students. ESL students are able to apply to the Beacon afterschool program that takes place daily from 2:20 until 6:30 pm. The program offers academic tutoring in the content areas along with extra-curricular activities for students.
  - In addition to the Beacon Program, students will be offered afterschool content support in ELA and Math.
  - Our ELL's students are provided with after school academic intervention by our ESL teachers, Ms. Moronta. Ms. Moronta is also able to provide students with native language support (Spanish).
- Our content area teachers provide targeted support to individual students during their lunch periods.
- The teachers focus on the four modalities, reading and writing and listening and speaking.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program follows the new mandates set by CR-154. Our ELL students receive integrated ENL and standalone services. Entering students receive a total of 360 minutes of ENL per week which is broken down as follows: 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Emerging students receive a total number of 360 minutes of ENL services which is broken down as follows: 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Transitioning students receive a total number of 180 minutes of ENL which is broken down as follows: 90 minutes of integrated ENL/ELA and 90 minutes of either standalone ENL or integrated ENL/ELA. Expanding students receive 180 minutes of integrated ENL. Our proficient ELLs receive 90 minutes of integrated ENL/ELA for 2 years after reaching the commanding level.
12. What new programs or improvements will be considered for the upcoming school year?  
N|A
13. What programs/services for ELLs will be discontinued and why?  
N|A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ntervention available to our general population are also available to our ELL students. Parents and students are made aware of intervention services via letters backpacked home and also by Schoolmessenger, which provides translated messages to parents when necessary. ESL students are able to apply to the Beacon afterschool program that takes place daily from 2:20 until 6:30 pm. The program offers academic tutoring in the content areas along with extra-curricular activities for students.
- Our ELL's students are provided with after school academic intervention by our ESL teachers, Ms. Moronta and Ms. Sinopoli.
  - These school sessions focus on content area support that is tailored to the needs of each student attending the sessions.
  - The teachers focus on the four modalities, reading and writing and listening and speaking.
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.
- ELL's students are supported by a variety of instructional materials, including Visions for beginners, intermediate and advanced students, Voices in Literature, classroom libraries that include text in English and native languages, bilingual dictionaries, and content glossaries.
- We also have Social Studies books written in Haitian Creole and Spanish.
  - Each ESL classroom has two computers for student use and teacher instructional support. ESL students receive differentiated instruction in content area classes that is supported by Smarboards, document readers, and computer technology.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language dictionaries are also provided
- We also have a variety of books written in different languages in order to determine if a student is literate in their native language
  - We also use google translate
- . Each ESL classroom contains a native language library that students are given access to daily in order to support their native lanuage.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All resources are considered age appropriate and are modified to meet the needs for each age and grade level. When planning their lessons, teachers utilize the appropriate grade standards in their content area to guide their levels of instruction. Teachers aslo access the IEPs of students with disabilities to ensure that they are providing such students with the mandated support and interventions expressed in the IEP. Teachers differentiate their support to students based on their proficiency levels ie, EN, EM, TR,EX or CM.

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).

For the students identified as ELLs enrolled prior to the beginning of the school year, we host an orientation meeting for parents and children. The parent coordinator provides workshops for parents of all students throughout the school year. Newly admitted ELLs are buddied up with other students by their guidance counselors, Ms. Lowe, Ms. Fadli, and Ms. Gentles at the time of enrollment so that students feel more comfortable navigating the school day during their first few days of school.

-Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. Rarely do we have ELL children list noticed from programs.

19. What language electives are offered to ELLs?

The school offers Spanish as a language elective for all students.

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
All ELL personnel receive professional development throughout the school year on a rolling basis. The ESL coordinator and ESL teacher attend workshops provided by the Borough Field Support Center for our district. The teachers then come back to the school and turnkey those best practices learned at the PD sessions to the entire staff during Monday afternoon PD sessions.
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 of ELL's receive professional development supported by the ESL coordinator and ESL teacher during Monday afternoon Professional Development sessions. In addition, teacher leaders provide professional development to the entire staff on Monday afternoons. Teachers of ELLs also receive notification about professional development sessions offered by the Borough Field Support Center via email and are encouraged to seek PD that suits their needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teachers are also provided with resources to support students as they prepare to transition to high school, ie. *How To Get Good Grades* pamphlet. and for elementary students *Starting Middle School* pamphlet.
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.  
-Staff development is ongoing throughout the year.  
-Teachers of ELLs receive notification about professional development sessions offered by the Borough Field Support Center, via email that set goals and guide curriculum.  
-Teachers will participate in Q-TEL workshops and the Math protocol workshops.  
-The ELL Coordinator provides professional development as well as modeling of best practices.  
-The administrative team, guidance counselors, teachers, paraprofessionals, Speech therapists and SETSS teachers participate in content area professional development throughout the school year facilitated by department heads.  
-The ELL Coordinator, works with individual teachers that teach the classes with a high concentration of ELL students to hone their craft by making accommodations to help ELL students.  
- In addition, the ESL teachers work with teachers by forming cluster groups, observations and debriefing sessions to help these teachers differentiate to make the content accessible to ELLs.  
-Teachers attend workshops that focus on how to provide support for ELL's while implementing the CCSS.  
-Teachers are also given the opportunity to participate in PDs offered by the DOE provided through OELL. They are then encouraged to turn-key information in department meetings and/or grade level meetings, whichever is more appropriate. Certificates of attendance and or copies of meetings attended by staff are placed in the appropriate personnel file. The school administration keeps a record of all workshops provided at the school level along with agendas and attendance documents.

### 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?

Teachers invite parents of ELLs to meet with them about their child's progress on Tuesday afternoons, which are dedicated to parent engagement. If a parent is not available on Tuesday, ESL teachers schedule individual appointments with those parents. Translation will be provided through the translation hotline when needed, so that parents receive communication in their preferred language.

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.

The ELL Coordinator will keep a log of all individual meetings that take place during the school year and add that log to her records binder. Translation services are provided through the translation hotline as needed or by Ms. Moronta who speaks Spanish.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. To increase parent and community participation, the parent coordinator, Ms. Sherron will schedule ELL parent workshops. The parent coordinator also present during parent orientations. Translation services are provided by Ms. Moronta for native Spanish speakers.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are partners with the Adult ELL's program that meets on Thursday evenings. We have 150 participants from the community who attend the program.

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

The parent coordinator, through informal conversations with parents and parent surveys, will identify the needs of parents and then advise the administrative team. These informal conversations and surveys will guide our choices for parent workshops that will be offered throughout the school year. The preferred language of communication is determined during intake of new admits via the home language survey. Ms. Moronta reviews those surveys to ensure that communication with parents occurs in their preferred languages. The translation hotline is utilized as needed to support communication with parents.

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

Parental involvement activities will be directly related to the needs identified by periodic surveys conducted throughout the school year by our parent coordinator, Ms. Sherron. The translation hotline is utilized when needed to support communication in the parent's preferred language.

### 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: <b>Jean Nuzzi Intermediate School</b>		School DBN: <b>29Q109</b>	
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)
Karleen Adam-Comrie	Principal		10/30/15
Lukia Naraine	Assistant Principal		10/30/15
Arketa Sherron	Parent Coordinator		10/30/15
Karla Moronta	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Tiffanie Poole	School Counselor		10/30/15
Lenon Murray	Superintendent		10/30/15
	Borough Field Support Center Staff Member		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **29Q109** School Name: **Jean Nuzzi IS 109**  
Superintendent: **L. Murray**

### Before you begin, please check the following:

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

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

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

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

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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.

The languages spoken by the parents are determined primarily in two ways. The way that all of the parents' languages are recorded each year is through emergency cards (blue cards). On this card parents document the languages with which they are most comfortable; both are written and spoken. These cards are printed in both Spanish and in English, and the language of the card that the parent receives is determined by asking the student which languages his or her parent would prefer. The second way that we collect the data of the parents' languages is by completing the Home Language Identification Survey (HLIS). Upon registration into the school, each family is administered the HLIS. This information is used to identify potential ELL students as well as to document the languages that are spoken in our students' homes. Because the home language of a great majority of the homes that do not speak English is Spanish, great efforts are taken to be sure to translate all documents into Spanish.

2. Any documents that need to be translated to another language are outsourced. If the document is one page or less it is then submitted to translation services through the Department of Education website. If the document is more than one page then there are three Department of Education approved translation companies that translate the documents for the school at a fee. A percentage of the school budget is allocated for this purpose.

3. Bilingual teachers, the Parent Coordinator and other building support staff provide translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish and Haitian-Creole translation, teachers provide other translations. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone.

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 the non-English speaking parents are Spanish and Haitian Creole speakers. The other major language is Bengali.

There are other languages that our families speak, but English, Spanish, and Bengali are the three main languages spoken by large groups of our families. The other languages that limited number of parents would be Urdu, however those who speak Urdu most often speak Bengali as well. These findings were shared with the Parent Coordinator and the principal so that accommodations could be made. Since many students at our school speak a language other than English at home (majority Spanish) translation is extremely important. This is articulated through the PTA, Parent Coordinator, and parent requests for translation. Written and oral communication is translated in a timely manner.

## **Part B: Creating a Communications Calendar**

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

The school routinely provides all written material in English and in Spanish, which are the two overwhelming majority language groups in our school. In addition, in order to communicate specifically with our Bengali speaking families, we utilize the language skills of one of our Bengali speaking staff members as necessary in written communication with these parents. Because we have a high need for translation services, most written language assistance is provided by in house volunteers, such as bilingual teachers.

- Written translations are made by the multilingual school staff at per session rate. The DOE Translation and Interpretation Unit is also contacted to translate school documents being sent home to parents who speak other languages. We provide enrollment packages in the covered languages for parents, including lunch forms, Chancellors Regulations, etc.

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.

Oral translations are made by the multilingual school staff on a voluntary basis. We also use the "Language Card"- when trying to communicate with a Non-English speaking parent. We present them with the Language Card. We motion for the parent to point to their native language. Next, 718-752-7373 ext. 4 is called for an interpreter. The situation is explained to the interpreter and the parent is given the telephone receiver to receive the message in their native language.

### **Part C: Providing Language Assistance Services**

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

The school provides parents with information about the languages available for translation. The school sends home letters to parents in the primary language, Spanish, and in other languages upon request. All parents are provided a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services in their native languages.

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.

Written translations are made by the multilingual school staff at per session rate. The DOE Translation and Interpretation Unit is also contacted to translate school documents being sent home to parents who speak other languages. We provide enrollment packages in the covered languages for parents, including lunch forms, Chancellors Regulations, etc. When we need a translator for any meetings, if we do not have a staff members that speaks the language we use the over-the-phone interpreter.

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

---

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

All staff members are given the number for the translation department (718-752-7373 ext. 4 ) which they can call for an interpreter to interpret for them. We have provided all staff member with a T & I brochure and a language palm card at a staff meeting to inform them of all available translation services that they can use. Additionally, posters are placed in the main office along with the pamphlet made available for parents. Our Parent Coordinator keeps multiple copies in the main office for distribution.

## **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

Written translations are made by the multilingual school staff at per session rate. The DOE Translation and Interpretation Unit is also contacted to translate school documents being sent home to parents who speak other languages. We provide enrollment packages in the covered languages for parents, including lunch forms, Chancellors Regulations, etc. When we need a translator for any meetings, if we do not have a staff members that speaks the language we use the over-the-phone interpreter.

## **Part F: Monitoring and Quality Control**

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

Parent Surveys will be given out by the Parent Coordinator during her regular scheduled meetings.