Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **28Q117**

School Name: **P.S. 117 J. KELD / BRIARWOOD SCHOOL**

Principal: **PAULA CUNNINGHAM**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Joyce Keld Briarwood School School Number (DBN): 28Q117

Grades Served: PK-5

School Address: 85-15 143 rd Street
Queens, NY 11435

Phone Number: 718-526-4780 Fax: 718-297-1796

School Contact Person: Paula Cunningham Email Address: PCunningham@schools.nyc.gov

Principal: Paula Cunningham

UFT Chapter Leader: Bruce Hartman

Parents' Association President: Bano Javed and Selina Parvin

SLT Chairperson: Paula Cunningham

Title I Parent Representative (or Parent Advisory Council Chairperson): Joanna Marroguin

Student Representative(s): N/A

District Information

District: 28 Superintendent: Mabel Sarduy

Superintendent's Office Address: 90-27 Sutphin Blvd, Jamaica, NY 11435
Room 242

Superintendent's Email Address: MSarduy@schools.nyc.gov

Phone Number: 718-557-2618 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Queens, District 28 Director: Marlene Wilks

Director's Office Address: 82-01 Rockaway Blvd, Queens, NY 11416

Director's Email Address: Mwilks@schools.nyc.gov

Phone Number: 718-281-3259 Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Paula Cunningham	*Principal or Designee	
Bruce Hartman	*UFT Chapter Leader or Designee	
Bano Javed	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
La'Quandra Bell	Teacher	
Danielle Vazquez	Teacher	
Tracey Raasch	Teacher	
Kerry Sullivan	Teacher	
Natalie Soleymanzadeh	Teacher	
Deanne Roebuck-Jones	Educational Assistant	
Enriqueta Ambros	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Obdulia Ambros	Parent	
Bimala Gurung	Parent	
Maya Gutierez-Granados	Parent	
Abu Taher Faruquee	Parent	
Sheleeza Deen	Parent	
Latchmie Dhanraj	Parent	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

School Mission

Public School 117 Queens (P.S. 117Q) is the largest elementary school in District 28. The student population reflects the diversity of New York City. Our Mission, "Achieving Excellence Together" is the following:

Our Mission is to provide maximum educational opportunities for all children at P.S. 117Q. We continue to strive to improve the quality of teaching and learning while encouraging an understanding of and respect for the diversity of our school population. We are committed to enlisting the collaborative efforts of students, parents, teachers, supervisors and community members to ensure excellence in achievement and equity in outcomes for all. We envision a learning environment, which nurtures children and families, maximizes opportunities for individual growth and encourages mutual involvement, responsibility and a partnership of the school, home, and community.

Contextual Information about the School's Community and its Unique/Important Characteristics

The school administration and the professional staff have worked closely to achieve academic rigor and a high-level of performance for our students. Our school leadership is actively involved in planning and reviewing our Instructional Focus, annual school wide goals and objectives and addressing the tenets of Citywide Instructional Expectations. Our parent coordinator, teachers, administration and parent association actively reach out to our parents and gain their participation in events in support of our work. Through an interdisciplinary approach to instruction we celebrate cultural diversity by integrating social studies, science and art into the reading and writing curriculum.

Our school's continued progress is based on a literacy and math curriculum that recognizes and targets the needs of all learners. Classroom teachers immerse students in an instructional program that is geared towards a balanced literacy approach. All instructional staff actively participates in school-wide professional learning activities in order support to our Instructional Focus, address the Strong Schools Strong Communities Framework, to foster a strong sense of collaboration, which will result in improved academic performance, student targeted learning outcomes and teacher practice. Through the implementation of the Reading/Writing Workshop Model, educators will assist struggling learners, gifted and talented students, English Language Learners, and our entire general education population. Our school-wide science program is an investigation, inquiry-based instructional approach. Early childhood students utilize the Core-Curriculum Harcourt Science program and grades three to five implement Units of Study lessons based upon the Core-Curriculum Foss materials during the weekly instructional time. Students in grades K-5 align all instructional units of study to the New York City K-8 Social Studies Scope and Sequence.

Along with our commitment to academic achievement, our school has an after school arts program. A certified art teacher and a common branch licensed teacher work collaboratively in order to provide a visual arts program for our students. Our partnership with Town Hall Music, offers an opportunity for a professional music artist to work with our PK, 2nd, 3rd, and 4th grade classroom teachers and students by teaching music aligned to a grade specific curriculum. During the 2015-2016 school year, students in the fifth grade will have an opportunity to work alongside a resident dance artist from Dancing Classrooms where students learn various types of dances; ballroom dancing, Merengue and African dance. Students in kindergarten and first grade will also be able to work closely with a music resident artist from City Lore. This partnership will enable our children to focus on interdisciplinary standard based lessons.

A grant provided by Councilman Lancman, will enable our early childhood students in grades one and two to participate in an after-school program provided by CUNY Cultural After School Adventures. Students attending this after school

program will be able to expand their cultural awareness by participating in and stimulating and activities, which will enable them to address anti-bullying through the art form of drama. Our after school theater-arts program incorporates the visual arts, drama, and music. Each year, the program culminates with a musical theater production that reveals the talents of our upper grade students.

As a school, we have cultivated a community partnership with the Briarwood Civic Association. Together, in the past we have developed grants for an after school photography club, a math enrichment program and an oral and visual history of the community. This year, the grant will enable grade four and five students to participate in our annual Drama Theater Arts production. The wireless microphones will allow students who have leading roles in the school play to share their creative capabilities without obstruction. Their voices will be amplified throughout the auditorium and as a result, weekly drama practice and ultimately the culminating drama production will be all the more better.

School Strengths, Accomplishments, and Challenges

Strengths

♣ Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards and instructional shifts

♣ Teachers consistently refine and adjust curricula with ENL and special education teachers to provide the scaffolds necessary to support all learners

♣ Webb's Depth of Knowledge and Hess' Cognitive Matrix are used to ensure higher order thinking questions and rigorous task are embedded in the curricula

♣ Research-based, effective instruction that yields high quality student work

♣ Curricula-aligned assessment practices that inform instruction

♣ Aligned use of resources to support instructional goals that meet students' needs

♣ Funding is allocated to contract Teachers College consultants to support teacher pedagogy and student achievement.

♣ Funding is allocated for arts, music, dance and sports to complement the rigorous academic curricula resulting to building a wholesome child in supporting their talents and skills

♣ Support and evaluation of teachers through feedback using the Danielson Framework and analysis of learning outcomes

Challenges

♣ A culture of learning that communicates high expectations with supports

Accomplishments

♣ Three teachers' overall Measures of teacher Practice Ratings for the 2014-15 school year were Highly Effective and all other staff members received an Effective

♣ Current State Accountability Status: Good Standing

♣ Most Recent Quality Review 2013-14: Well Developed

♣ Collaborative Teacher Teams/Inquiry

♣ Teacher Facilitators in Professional Learning Communities

Areas of Growth and Key Areas of Focus

- Improvement on the State English test (an increase in the percentage of children making progress)
- Instructional Focus: If students begin to create various solution pathways and anticipate challenges by planning questions through rich whole class & small group conversations, then students will deepen their understandings of instructional tasks and new content introduced in all core areas.
- Address leadership practices that enable teachers to feel the school leadership's ability to develop a climate of inclusiveness, inspire staff and students with a clear vision for student achievement, and seek input of all members of the school community.

28Q117 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**1072**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**71.6%**	**% Attendance Rate**	**92.9%**
% Free Lunch	**50.5%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**11.3%**	**% Students with Disabilities**	**16.4%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**1.8%**	**% Black or African American**	**10.5%**
% Hispanic or Latino	**30.8%**	**% Asian or Native Hawaiian/Pacific Islander**	**37.8%**
% White	**16.9%**	**% Multi-Racial**	**1.2%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**5.24**	**# of Assistant Principals (2014-15)**	**3**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**N/A**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.1%**	**Average Teacher Absences (2013-14)**	**11.6**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**33.5%**	**Mathematics Performance at levels 3 & 4**	**49.4%**
Science Performance at levels 3 & 4 (4th Grade)	**84.6%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing	**X**	**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
White	**YES**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
White	**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**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
White	**N/A**	**Multi-Racial**	**YES**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

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.

We conducted a comprehensive review of our school's educational program. Information was gathered using current quantitative and qualitative data with respect to student progress. We discovered our school's strengths, accomplishments and challenges after analyzing our school Progress Report, English Language Arts & Math State testing data and New York State English as a Second Language Achievement Test (NYSESLAT) results. As a result of analyzing our school's New York State English Language Arts overall performance as compared to other students who started at the same level, our literacy focus was developed to help strengthen our students with disabilities, English Language Learners, and students starting at the lowest proficiency level citywide, ability to make exceptional gains.

On the 2014-2015 New York State English Language Arts Test, 32% of the grade 3-5 students achieved a performance level 3 or 4 with the average student scale score rating being 298. On the 2014-2015 New York State Mathematics Test, 45.9% of grade 3-5 students achieved performance level 3 or 4 with the average student scale score rating being 310. In English, 31.3% of test takers in New York State scored at the proficient level and in math, 38.1 % of students scored at the proficient level in 2015. This is in comparison to 30.4% of New York City students meeting proficiency in English and 35.2% of New York City students in grades 3-8 meeting proficiency on the New York State exams.

Priority Needs

After carefully analyzing trends from the 2014-2015 New York State ELA State ELA data, we have concluded the following are our priority standards:

RL 3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events).

RI 3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describing how each successive part builds on earlier sections.

-In essence, students in our school need more support to produce higher results on constructed response questions.

- Students need to know sequence of events; understanding the characters and their traits.

-Students need to understand what the question is asking them and how to answer them in written form.

-Students need to use evidence from the text to support their answer.

With regards to closing the achievement gap, students at P.S. 117, we will address these priority needs for all student groups including, but not limited to Students with Disabilities, English language learners, Black and Hispanic males and lowest third to ensure students will strengthen literacy progress for all students.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, teacher teams will collaborate to plan lessons in Literacy that engage all students in the analysis and close reading of same texts resulting in at least 5% or more of all students in grades K-5 making growth, as measured by the Teachers College Learning Progression of literal, analytical and inferential comprehension in written and verbal tasks.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
First Quarter: Developing a shared understanding for our literacy goal and instructional focus Research Based Instructional Programs Teachers will select a variety of high interest fiction and non fiction texts to be used as mentor texts in order to drive instruction for whole class and small group.	Teachers Teacher Leaders Parents English Language Learners	September 2015- June 2016	Teacher teams Administrators

Teacher teams will develop literal, analytical, and inferential questions that are aligned to the expectations of grade level Common Core Learning Standards. Professional Development Teacher teams and supervisors will work collaboratively, which fosters a trusting relationship, to ensure that research based instructional programs, and professional learning sessions will provide best practice strategies from academic and social/emotional standpoints to impact change across the school. Addressing Student Needs; Students with Disabilities, English Language Learners, and other high needs students subgroups Teachers will highlight vocabulary words to support our English Language Learners and Students With Disabilities. Teachers will modify and adjust unit plans to provide multiple entry points for all learners. Parental Involvement Parents will be invited to “Back to School Night”/”Curriculum Open House” in the beginning of the year to provide them with information and resources on ways to help their children meet the needs of the curriculum, grade specific standards and Citywide Instructional Expectations. Provide parents with specific data around their child’s progress on literacy during Tuesday conferences. Provide parents with Monthly Curriculum Newsletters and opportunities to attend Parent Workshops.	Students with Disabilities		

Second Quarter: Teacher teams will develop and implement close reading strategies Research-based Instructional Programs Teachers will provide instruction outside of the 90-minute literacy block, during read aloud time. Teacher teams will implement literal, analytical, and inferential questions that are aligned to the expectations of grade level Common Core Learning Standards. Teachers will supplement social studies and science instruction with high interest non fiction articles on a variety of topics. Professional Development Teacher teams will develop questions for close reading texts, aligned with the Common Core Learning Standards English Language Learners,and other high needs students subgroups Teacher teams will gather differentiated close reading materials to meet the needs of all learners (i.e. reading level, vocabulary, visual support) Teacher teams will develop close reading strategies to meet the group instruction Teachers will modify and adjust unit plans to provide multiple entry points for all learners.	Teachers Teacher Leaders	November 2015- January 2016	Administration All Teachers Teachers College Lead Teachers' Teachers College Staff Developers

Parental Involvement Share examples of close reading passages and questions with parents at Parent Teacher Conferences in order for them to have an understanding of the work expected of the students Provide parents with specific data around their child's progress on literacy during Tuesday conferences. Provide parents with Monthly Curriculum Newsletters and opportunities to attend Parent Workshops.			
Third Quarter: Teachers will analyze student work, using data to drive instruction Research-based Instructional Programs Teachers will provide instruction outside of the 90-minute literacy block, during read aloud time. Based on student data, teacher will revise the literal, analytical, and inferential questions that are aligned to the expectations of grade level Common Core Learning Standards. Teachers will supplement social studies and science instruction with high interest non fiction aligned to the NYC Scope and Sequence. Professional Development During professional planning periods, teacher teams will analyze student work, including pre and post assessments, and make revisions to lesson plans and close reading questions based on student need. Teacher teams will utilize rubrics and learning progressions to help revise close reading materials and questions. Addressing Student Needs; Students with Disabilities, English Language Learners, and other high needs students subgroups	Teacher Leaders	January 2016- March 2016	Administration All Teachers Teachers College Lead Teachers' Teachers College Staff Developers

In accordance with the Danielson Framework for Teaching, students are invited and encouraged to analyze and assess their own work using a student-friendly checklist and/or rubric. Teachers will scaffold and differentiate questions/thought prompts/activities in order for students to deepen their comprehension. Parental Involvement At Parent Teacher Conferences in March, teachers will share resources and strategies in order to support the students for the upcoming units and the demands of the NYS English Language Arts Exam. Provide parents with specific data around their child's progress on literacy during Tuesday conferences. Provide Monthly Curriculum Newsletters and opportunities to attend Parent Workshops.			
Fourth Quarter: Sharing Our Learning and Planning Ahead Research-based Instructional Programs Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to review the year's literacy curriculum and make revisions based on current data. Professional Development Teachers will continue to use current school data to make adjustments to the curriculum. Addressing Student Needs; Students with Disabilities, English Language Learners, and other high needs students subgroups	Teachers Teacher Leaders	April 2016 - June 2016	Administration All Teachers Teachers College Lead Teachers' Teachers College Staff Developers

Teachers will continue to refine systems regarding: student self-assessments, critiquing lessons and developing rubrics and check-lists to meet optimum learning. Parental Involvement At Parent Teacher Conferences in May, teachers will share strategies with which they can support their children over the summer and expectations for the next grade. Provide parents with specific data around their child's progress on literacy during Tuesday conferences. Monthly Curriculum Newsletters, Parent Workshops			

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.
Instructional Resources: Teachers College resources (ReadWorks.org resources, book sets, novelties, Unit CD's, Vimeo video clips, Teachers College website, Google drive documents) Additional Resources: Newsella, Imagine Learning, MyOn Reader & Literacy Magazines Human Resources: Teachers College Staff Developers, school leaders, Instructional Staff, and Parents Time: Schedule of school-level professional development, schedule of weekly teacher meeting, observation and inter-visitation schedule, parent outreach schedule.
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		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

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

Initial Indicator – Early December 2015

♣ Professional activities will occur weekly.

♣ A baseline of students' current abilities will be established based upon an initial assessment in literacy and reading level benchmarks will be monitored

♣ Teachers will develop holistic rubrics

♣ Teachers will have direct access to students' individual assessment results. Results will be shared and analyzed during professional activities meetings and/or inquiry team sessions.

♣ Teachers may collaborate with colleagues and administrators about the best ways students will achieve individual learning goals.

. **Midterm Progress Points – January 2016 and March 2016**

♣ Teachers will administer, share and analyze data from baseline, mid and final administration of all teacher created assessments

♣ Teacher teams will utilize student anchor papers, implement student protocols for analyzing/ assessing student work as they assess student work (assessments) informational units of study and narrative units of study. 90% of students are expected to show measurable student growth as they progress through all stages of the writing process within each of these units of study.

♣ Teachers will maintain accurate records and results for all students

♣ Teachers and administrators will discuss specific strategies and next steps during teacher team meetings and during inquiry team meetings.

♣ Instructional cabinet members and Teachers College staff developers will analyze data from running records, skill

♣ analysis assessments from Ready Gen and analysis of video clips will occur during teacher team meetings

♣ Discuss student action plans with both classroom teachers and related service providers for identified students

♣ Send results and plans home to communicate students' performance and best ways for parents to support students academically

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

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

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

Part 1 – Needs Assessment

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

After analyzing the data from the 2014 -2015 Positive Behavior Intervention and Support (PBIS) program, collectively as a school there wass a defined need to continue the continuity of this system. PBIS has been an integral component for defining our supportive environment and PBIS has become a known system in place by staff members, students and families to keep PBIS in place.

2014 – 2015 data was tracked and there was an overall spike for all classes in Pk – 5 in receiving Cooperation, Accountability and Respect (CAR) tickets and obtaining Tier incentives. The goal for the 2015 – 2016 is to see a further increase of classrooms demonstrating citizenship and responsible practices. Going forward, our school will begin to recognize individuals for consistently following school rules and for being exemplar role models for all in the building. The need for this stems out of building leadership capacity among our student population. School wide we recognized a need to have classroom celebrations for classes reaching each of the tiered levels.

School Strengths:

• We have a core team of PBIS participants who volunteer their time to ensure the system is fully operational.

• Our school was able to achieve our goal as set forth in the 2014 – 2015 whereby all classes were able to achieve at least a level 3 in the PBIS graph displayed on the second floor

• Students across all grades K-5 are more aware of what it means to Keep Their Car on Track

• There are teachers and staff members who work well together who can and are willing to support each other in recognizing classes for good citizenship moves

• Our school has the desire to have an environment that is caring and nurturing and understands the importance of developing the social/emotional characteristics of every child in conjunction with academic success.

School Needs:

• While we have a core team in place, the PBIS team and administration recognized the need to have a minimum of one staff volunteer from each grade to aid and represent the grades. Many hands make for light work. We will implement in Fall of 2015 a volunteer schedule that is flexible for all participants that works best according to each PBIS team member.

• In the 2015-2016 we will recognize individual students for consistently following school rules and who are good citizens in the school community.

• To keep students mindful of earning CAR tickets, daily announcements are needed as voiced by many of our staff members.

• While framing the goal we became aware that not all paraprofessionals were aware they were able to distribute CAR tickets. The team will train all staff members participating in PBIS

• Last year we decided to send home certificates recognizing classes for reaching particular Tiers. We need to ensure all certificates are created and distributed in a timely manner which will aid in fostering the home- school connection.

To motivate the students towards developing a strong sense of citizenship, cooperation and to have students in Grades PK-5 be motivated to behave better in school and hold them accountable for their behaviors, the school wide program PBIS was needed to be continued. Staff members have come to appreciate a school wide system that is consistent and coherent built around vertical alignment. While teachers have their own behavioral plans in place in their classroom, there was a desire to have behavioral plans in place in other areas of our building. The school's need is to modify behaviors during potentially problematic times, such as transition from one class to another or during lunch recess. Our Guidance Counselor and Social Worker recognize the values for positive peer interactions and safety for all within our building and are available for next level guidance through the use of PBIS.

Additionally, after analyzing our Learning Environment Survey from the previous school year 2013-2014, the following areas stood out and thus informed our decision to address this need within our school community:

Areas of Growth & Key Areas of Focus

- ♣ Seventy-nine percent of teachers feel that order and discipline are maintained at this school
- ♣ Seventy-five percent of teachers would recommend this school to parents

Student Performance Trend Analysis

Inconsistent behavior modification systems were implemented across the school. Thereby, this created imbalanced responsive actions from grade to grade and from class to class. Classroom teachers addressed students' behavior in a variety of ways.

Continuity from grade to grade was not clearly defined. Students were not recognized in the same fashion across the school community. In efforts to establish school-wide coherence this goal, which clearly defines critical attributes of our Positive Behavior Incentive System for the entire school community has been established.

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, our school community will continue to use Positive Behavior Intervention and Supports (PBIS) effectively to establish the behavioral support and social culture that is needed for all students as measured by 85% of classes receiving a Level 3 or higher for earning Cooperation, Accountability, Respect (CAR) tickets and each class having at least 8 students be represented with a CAR Key at least once.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Action / Strategy: First Benchmark Research-based instructional programs, professional development, and/or systems and structures needed to impact change PBIS Team uses research to define, develop, and evaluate the approach on the impact of implementing PBIS for the social, emotional and academic outcomes for all students including SWD and ELL populations to ensure mutual respect for all stakeholders. Fall 2015 the PBIS team will organize a school wide assembly program that clearly defines the behavioral expectations and incentive system for appropriate behaviors. Each staff member will be made aware of guidelines for tiered levels of participation as well as how students will earn a Key for the CAR Addition of more grade team teacher volunteers to assist with the operation of PBIS Action / Strategy: Teacher Buy-In / All staff members will use CAR tickets as incentives for individual classes/ A monthly staff raffle	All classes Pre-k to Grade 5 including ELL and SWD population All Building Staff Members Parents	September 2015 - November 2015	PBIS Team members consist of the following for all benchmarks: Principal, Assistant Principal, 2 Physical Education Teachers, Grade 2 Teacher, Grade 4 Teacher, S.A.V.E. Teacher, Guidance Counselor, Parent Coordinator **New Members:** PK Teacher, K Teacher, Grade 1 Teacher, Grade 2. Teacher, Grade 3 Teacher, Grade 4 Teacher, Grade 5 Teacher

will be announced as an added incentive for all staff distributing CAR tickets			
SECOND Benchmark Administrators and teachers will continue to build a solid foundation for school reform by establishing trust among school members, and developing a shared vision for positive change. Action / Strategy: The PBIS team focuses on the following: Outcomes, Practices, Data and Systems supports PBIS team will set forth clear guidelines and trust that the guidelines will be adhered to by all stakeholders All classes will display the PBIS matrix in the classroom and there will be evidence of the matrix in the following areas: - cafeteria -auditorium -classroom -outdoor recess -bathroom -hallway/ stairway -bus arrival and departure Examples of CAR C- Cooperation: Classroom: I will follow the classroom rules.	All classes Pre-K to Grade 5 including ELL and SWD populations All Building Staff Members	November 2015 - March 2016	Same as above

A- Accountability: Bathroom: I will wash my hands after I use the toilet. **R-** Respect: Stairs and hallway: I keep my hands and feet to myself (off walls, boards and doors).			
THIRD Benchmark Our team will meet with various groups of staff members Examples include –School Aides, Cafeteria Staff, Office Personnel, etc. to motivate and reinforce the importance of PBIS in our building Action / Strategy: Professional Development is provided to inform, support and evaluate PBIS for classroom teachers in relation to the impact on the tone of the overall school environment Year long: Continue using daily announcements are made over the school's PA system to announce for the classes who earned tickets for each level. Double and Triple CAR ticket days Data analysis on the implementation of Keys earned and monitor effectiveness of the concept. Staff survey distributed pertaining to PBIS to be analyzed by team and begin planning for 2016 – 2017 school year Action/Strategy: Family Involvement At every completed Tier, individual classes are awarded a certificate which is displayed on the classroom door. In addition, each child in the class will also receive a certificate to take home along with the class awarded incentive for that respective earned Tier.	All Classes Pre-K to Grade 5 including ELL and SWD population All Building Staff Members Parents	March 2016 - June 2016	Same as above

Family workshops: Parents will be informed at workshop, on strategies to work on at home to help their child stay focused in school, along with research based information about PBIS. PBIS is mentioned in the High Achiever and communicated home through a family letter in the beginning of the year. A PBIS- Keep Your Car on Track graph will be displayed to identify where classrooms are and on what level. As visitors come to our building, they will see this displayed recognition. There will be announcements made at PTA meetings including topics such as: how families can help their child stay on track in school and at home, behavior modifications/incentives, how a student can earn a Key, etc			
To implement the PBIS: CAR- Keep Your CA.R. on Track program: ♣ All staff members will receive enough color-coded CAR tickets for them to distribute out to classes. ♣ All classes will receive a Key in which a student will be represented monthly ♣ During the Monday PD after-school session, teachers will be given time to learn more about PBIS implementation ♣ Incentives for the PBIS program ♣ During Common Planning time (Tuesdays) the PBIS team will meet to assess progress at each benchmark indicated.	All Staff Members including Classroom teachers	Sept 2015 – June 2016	PBIS Team Members

Part 4 – Budget and Resource Alignment

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

School Funds will be utilized to purchase school incentives. Examples include resources for lunch recess and for levels of PBIS achievement.

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

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

Part 5 – Progress Monitoring

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

Weekly monitoring: Assigned team members collect weekly from classroom teachers CAR tickets that were given to each class. These CAR tickets are counted. When a class reaches a specific level, the class is recognized over the PA system, provided an incentive and has that level displayed in the hallway on a school-wide graph. The graph in the hallway located on the second floor is tiered according to the number of tickets collected by each class.

Level 1: 15 tickets: Certificate of achievement

Level 2: 30 tickets: Free play/gym or outside for one period

Level 3: 60 tickets: Movie and snack in the classroom

Level 4: 120 tickets: Ice cream party

NEW *LEVEL 5: 240 tickets: pizza with the administrative supervisor

♣ Monthly Monitoring: PBIS team keeps a record of the amount of CAR. tickets staff members are distributing and will follow up where needed to strengthen staff "Buy-In" and keep all stake holders motivated.

♣ In Fall 2015, each staff member will be supplied a copy of the PBIS / CAR matrix and a memo detailing the guidelines for establishing the tiered levels of participation. Classroom teachers will monitor the amount of CAR tickets daily with their class for submission.

Midpoint Progress Monitoring:

February 2016 the PBIS Team will meet to adjust and modify any components of the PBIS program to ensure all classes are tracking positive progress on the CAR Graph. The graph will clearly indicate how many Tiers each class has completed from September 2015 - February 2016. The team will send reminders to classes about keeping their CAR on track and the PBIS team will target classes who are at Tier 2 or below to ensure our school reaches the intended goal of 85% of all classrooms reaching a level 3 or higher.

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.

We conducted a comprehensive review of our school's educational program. Information was gathered using current quantitative and qualitative data with respect to student progress. We discovered our school's strengths, accomplishments and challenges after analyzing our school Progress Report, ELA & Math State testing data and NYSESLAT results. As a result of analyzing our school's NYS Mathematics overall performance as compared to other students who started at the same level, our mathematical focus was developed to help strengthen our students with disabilities, English Language Learners, and students starting at the lowest proficiency level citywide, ability to make exceptional gains.

On the 2015-2015 NYS Mathematics Test, 45.9% of the students in grades 3-5 students achieved a performance level 3 or 4 with the average student proficiency rating being 3.10. This is a decrease of 4 percentage points from the 2013-2014 school year from 50% to 45.9%. The scale score dropped from 3.13 to 3.10.
Individual Grades scored the following on the 2014-2015 NYS Mathematics Test compared to the 2013-2014 NYS Mathematics Test:

Grade 3 2014-2015: 39.5% proficiency levels 3 or 4, scale score of 3.04

Grade 3 2013-2014: 46.7% proficiency levels 3 or 4, scale score of 3.09

Grade 4: 2014-2015: 41.8% proficiency levels 3 or 4, scale score of 3.06

Grade 4: 2013-2014: 47.1% proficiency levels 3 or 4, scale score of 3.10

Grade 5 2014-2015: 57.9% proficiency levels 3 or 4, scale score of 3.21

Grade 4 2013-2014: 56.9% proficiency levels 3 or 4, scale score of 3.19

ENL Student Data compared to English Proficient and Former ENL Students is as follows:

ENL Students 2014-2015: 12.3% proficiency levels 3 or 4, scale score of 2.84

English Proficient Students 2014-2015: 50.8% proficiency levels 3 or 4, scale score of 3.14

Former ENL Students 2014-2015: 72.7% proficiency levels 3 or 4, scale score of 3.15

ENL Students 2013-2014: 6.3% proficiency levels 3 or 4, scale score of 2.74

English Proficient Students 2013-2014: 56.4% proficiency levels 3 or 4, scale score of 3.18

Former ENL Students 2013-2014: 66.7% proficiency levels 3 or 4, scale score of 3.15

Students with Disabilities as compared to General Education Students is as follows:

SWD 2014-2015: 7.9% proficiency levels 3 or 4, scale score of 2.73

General Education Students 2014-2015: 36.2% proficiency levels 3 or 4, scale score of 3.03

SWD 2013-2014: 8.3% proficiency levels 3 or 4, scale score of 2.67

General Education Students 2013-2014: 38.9% proficiency levels 3 or 4, scale score of 3.05

Analysis of the Data:

Scores decreased from 2014-2015 school year in grades 3 and 4 and increased in Grade 5 with an increase of 1%, and an increase of .02% in the average scale score. After analysis of the NYS Mathematics Item Analyze we found a common weakness for grades 3, 4, and 5 in the CCLS in the areas of Number & Operations Fractions school wide, in grade 3 Operations and Algebraic Thinking and Measurement and Data, in grade 4 Numbers and Operations in Base Ten, and in grade 5 Numbers and Operations in Base Ten. All of the students school wide have a deficiency in solving multi-stepped equations in the critical response portion of the NYS Mathematics Test.

During the 2014-2015 School Year Progress as assessed by the GOMath Assessments are as follows:

Students made more than a 60% from the pre to post assessment for each GOMath Unit of Study in Mathematics. The students weakness across each grade was in the area of multi-stepped problems.

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.

Collaborative Teachers: Goal # 3

By June 2016, teachers and administrators will utilize ongoing student data to plan lessons in mathematics that engage students with a focus on connecting the Common Core Learning Standards and the Mathematical Practice with a focus on the transference of skills in multi-step problems across all mathematical domains resulting in a 5% increase in student performance as measured by school-based assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Activities/Strategies: Research-based instructional programs, professional development, and/ or systems and structures needed to impact change: GoMath Resources Exemplars State of Georgia Units Engage NY Units Mathematics Teacher Leaders Teachers Southern Cross Staff Developer will provide professional development on citywide instructional strategies for mathematics Workshop Model of Mathematics Instruction Small group Instructional Strategies Daily differentiated class instruction **Strategies to increase parent involvement and engagement to strengthen the school and community relationships:**	All students in PK-Grade 5 students. Small group differentiated instruction ENL and SWD Parent Community	September 2015 to June 2016	All Classroom Teachers School Support Base Team RTI Support Southern Cross Staff Developer SETTS Staff Paraprofessionals

♣ Parent Workshops in Math for Instructional strategies and test taking strategies. ♣ Parent Workshops in Math for Instructional strategies and test taking strategies. ♣ Parent Workshops during Tuesday Parent Involvement Communication ♣ Frequent parent communication by classroom teachers and support staff. ♣ Skedula/Pupil Path ♣ Think Central			
Unpacking the CCLS Math standards in school wide and grade level ♣ Analyzing the State Released Questions to gain insight on what each standard requires at each grade level. ♣ Analyzing Unit Exemplars with a Weighted Rubric to gain insight on what each standard requires at each grade level. ♣ Developing questions and prompts aligned to each of the priority standards. ♣ Determining research- based strategies for supporting all students including English, Students with Disabilities all learners. ♣ Teacher teams will develop higher order thinking question for problem solving strategies aligned to the grade level Common Core Learning Standards. ♣ With a trusting and supporting environment, teachers will also facilitate "Accountable Talk" discussions for small groups, partnerships and whole group discussions, providing multiple entry points for all learners ♣ Teacher Teams will Analyze the State of Georgia Units and Engage NY Units to gain insight on multi-stepped equations to integrate into the curriculum connected to each CCLS across the grades.	All students in PK-Grade 5 students. Small group differentiated instruction. ENL and SWD Parent Community	September 2015 to June 2016	All Classroom Teachers School Support Base Team RTI Support Southern Cross Staff Developer SETTS Staff Paraprofessionals

Action/ Strategy : Lesson Planning and Implementation Cycles in Collaborative Teacher Teams: Activities Teacher teams will unpack Math units, including standards and tasks, to create a coherent sequence of CCLS ♣ In unison teacher teams will collaborate in a supportive environment to analyze together and plan questions and prompts that will lead to a deep understanding. ♣ Teacher teams will design arcs of instruction to include long term and supporting learning targets and sequence of standard aligned formative assessments. ♣ Teacher Teams will design arcs of instruction to include multi-stepped equations and sequence of standards aligned to the CCLS for all mathematical units of study and integrate into daily lessons. Teacher teams will develop Socratic Questions that will lead to conceptual understanding of CCLS, including correct mathematical language. ♣ Teacher team will design lessons integrating the 8 mathematical practice Teacher Teams will develop lessons, which will help students in grades K-5 to use strategies and models to solve problems in more than one way. ♣ Teacher Teams will design coherent instruction will demonstrate for students how to use precise calculations, math language in their explanations and make connections to real world situations. ♣ Teacher Teams will develop mathematical activities, which will require students to work in cooperative groups and share ideas verbally and in written format.	All students in PK-Grade 5 students. Small group differentiated instruction ENL and SWD Parent Community .	September 2015 to June 2016	All Classroom Teachers School Support Base Team RTI Support Southern Cross Staff Developer SETTS Staff Paraprofessionals

♣ Teacher Teams will create common grade-level assessments (Summative & Formative) including our weighed exemplars ♣ Teacher teams will analyze student work using ORID protocol to monitor, adjust curriculum unit plans, to drive instruction. ♣ Teacher teams will develop small group instruction to differentiate instruction for all students including ELLs and SWD. ♣ Administrators will identify and leverage teachers who demonstrate highly effective practices in supporting English Language Learners, Students with Disability, and at-risk students. ♣ Administrators will conduct cycles of observation, learning walk or instructional rounds focused on providing formative feedback aligned to student data and professional development foci. Teachers will show an increase as they advance through Danielson's Framework of teaching to evaluate the growth of teacher practices in companies 4e Growing and Developing Professionally, and 1e Designing Coherent Instruction as the teachers meet in Teacher Teams during the School Year as measured by informal and formal observations on the Advance System.			
Action/ Strategy : Data Analysis and Adjustment to PD cycle Activities Teachers and administrators will work together to analyze the students' work and data from assessments that address the students' priority standards using the ORID Protocol. ♣ Adjustments will be made to subsequent units and to the professional learning opportunities as needed based on the data collected during the ORID protocol. ♣ Appropriate goals and intervention/ enrichment action plans will be created and implemented for groups of students and individual students.	All students in PK-Grade 5 students. Small group differentiated instruction. ENL and SWD Parent Community	GoMath! Baseline: September 2015 GoMath! Benchmark: January 2016 GoMath! Post Assessment: June 2016 Indicators of progress: ♣ By September 2015 Teacher teams have identified patterns and trends in student work to identify areas of student progress and struggle and	All Classroom Teachers School Support Base Team RTI Support Southern Cross Staff Developer SETTS Staff Paraprofessionals

♣ Information on student progress, performance will be shared with parents utilizing Skedula/ PupilPath, parent meeting during Parent Engagement on Tuesdays, and/ or phone calls. ♣ Administrators and teachers will analyze the level of work within each exemplar category using the standard weighted rubric. ♣ Students will self and/or peer assess each category of their exemplar using the standard rubric.		have made adjustments in instruction and assessment. ♣ By January 2016 parents have received at least two forms of communication of student progress and performance during Parent-Teacher Conference, Parent Engagement, and/or utilizing Skedula/ PupilPath.	

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.

Title I funds for on site Southern Cross Math professional developer for support curriculum planning and program implementation.

♣ Title I funds for Teachers to attend Borough Field Support Center Mathematics Cohorts for lead teachers in mathematics. Title 1 Parent Workshops on Citywide Instructional Expectations

♣ Per Diem for inter/intra-visitations class professional development sessions to support instructional best practices for all learners.

♣ Title I funds for Curriculum and Staff Development: Monthly professional conferences to support administrative training.

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

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

Part 5 – Progress Monitoring

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

Initial Indicator – Baseline Assessment (GOMath) September 2015

Professional activities will occur weekly.

♣ A baseline of students' current abilities will be established based upon an initial assessment in mathematics. The teachers will pin point the Common Core Learning Standards the students achieved and the CCLS the students did not master. Teachers will adjust and update Unit and lesson plans according to the student's mastery of the CCLS during professional teacher team meetings. Teachers will use the information to form small group instruction with an emphasis on multi-stepped problems across the CCLS.

♣ Southern Cross Mathematical staff developer will assist administration to strengthen teachers' knowledge of the Common Core Learning standards, analyze major standards, and strengthen teacher reflection of teaching practices during the school year.

♣ Teachers will administer Exemplar's in mathematics and assess the progress utilizing a weighted rubric.

♣ Teachers will have direct access to students' individual assessment results. Results will be shared and analyzed during professional activities meetings using the ORID Protocol.

Teachers will collaborate with colleagues and administrators to monitor and adjust mathematics instruction after analyzing unit pre, post assessments and exemplars.

♣ Send results and plans home to communicate students' performance and best ways for parents to support students academically. Results will be entered into Skedula/Pupil Path for parent viewing and communication.

Midterm Progress Points – January 2016

♣ Teachers will administer, share and analyze data from baseline, mid and final administration of all assessments. They will compare the results at each benchmark to analyze each standard for mastery in mathematics. Unit and daily lesson plans will be modified and adjusted according to the results. Teachers will use the information to form small group instruction.

♣ Teachers will maintain accurate records and results for all students.

♣ Teachers and administrators will discuss specific strategies and next steps during professional learning meetings and grade conferences and during inquiry team meetings.

♣ Instructional cabinet members and our Southern Cross staff developer will analyze data from each standard to assess mastery.

♣ Discuss student action plans with both classroom teachers and related service providers for identified students' mastery of the standards. Lessons will be provided to strengthen mathematical standards not mastered.

♣ Send results and plans home to communicate students' performance and best ways for parents to support students academically. Results will be entered into Skedula/Pupil Path for parent viewing and communication.

♣ Teachers will continue to analyze mathematical exemplars utilizing weighted rubrics during professional learning meetings with administrators.

End of Year Assessment –June 2016

♣ Teachers will administer, share and analyze data from baseline, mid and final administration of all assessments. They will compare the results at each benchmark to analyze each standard for mastery in mathematics. Unit and daily lesson plans will be modified and adjusted according to the results. Teachers will use the information to form small group instruction.

♣ Teachers will maintain accurate records and results for all students.

♣ Teachers and administrators will discuss specific strategies and next steps during professional learning meetings and grade conferences and during inquiry team meetings.

♣ Instructional cabinet members and our Southern Cross staff developer will analyze data from each standard to assess mastery.

♣ Discuss student action plans with both classroom teachers and related service providers for identified student's mastery of the standards. Lessons will be provided to strengthen mathematical standards not mastered. ♣ Send results and plans home to communicate students' performance and best ways for parents to support students academically. Send results and plans home to communicate students' performance and best ways for parents to support students academically. Results will be entered into Skedula/Pupil Path for parent viewing and communication. ♣ Teachers will continue to analyze mathematical exemplars utilizing weighted rubrics during professional learning meetings with administration.
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.

By June 2016, all administrators and teachers will continue to use the Data Feedback Strategy method for monitoring student achievement, resulting in increased student performance on priority ELA and Math CCLS standards, as measured by TC Running Records benchmarks in November, March and June, Pre-, Mid- and End-of-Year Go Math benchmark assessments and SWD individual modified promotional criteria CCLS checklists.

As the 2015-2016 school year concluded, we conducted a comprehensive review of our school's educational program. Student progress with respect to quantitative and qualitative data was collected. Our school's strength and challenges were analyzed after analyzing Principal Performance Observations, Benchmark Assessments, NYSESLAT results and English Language Arts and Math testing data.

Strengths:

Research Based High Quality Work:

Rigorous and engaging curriculum is utilized within our school building. Lessons are aligned to Common Core Standards. In areas where necessary, supplemental resources are utilized to meet the needs of learners. (i.e. Simple Solutions, Wordily Wise, Open Court, Fundamentals of Grammar, etc.) CCLS aligned curriculum was noted in all curriculum areas including Literacy, Math, Writing, Social Studies and Science. When we notice gaps in the curriculum, we fill in the gaps with other curriculum resources as stated above.

- Teachers introduce lessons informing students how the day's lesson is aligned to the CCLS.

- Teachers preplan and execute a variety of higher-level questions.

- Teachers plan to support children in small group instructional supports.

- We should continue to have targeted focused mini-lessons.

Quality Review Indicator - 1.3 :

As a school community we have aligned resources to support school goals. Academic supports are provided for a range of students. Low performing, mid range and high performing students are identified utilizing results from benchmark literacy data. For example: Second Grade Academy, AIS After School, AIM Higher, ESL Academy, Saturday Academy, and RtI in school and after school supports are offered for identified students. These programs will help with student growth.

- Teachers receive professional development throughout the school year: Calendar Days, 80 Minute TC Project Study Groups, Math CFN Cohort Leads, TC Lower & Upper Grade Staff Developers, and Southern Cross Math Consultant

- Staff members serve as content leaders. Content leaders share best practices and facilitate professional learning sessions for fellow colleagues.

Technology Resources:

Teachers incorporate the use of technology into their lessons. It was noted that teachers utilize Elmo - Document Projectors, Smart Board interactive lessons, and laptop computers. Students have access to the following technology programs my On Reader, Study Island, Imagine Learning, Mind Play, and Think Central.

- Skedula is an excellent way to communicate with families. Continue to communicate with families utilizing Pupil Path. Parents within the school community know what is expected of their children and how children are performing as a result of teachers regularly entering data into Skedula.

- Teachers regularly enter data into their grade books. Analysis of this data informs cabinet meetings. Data was shared with the superintendent.

Needs:

Quality Review Indicator 2.2 – As a school community, we will continue to use common assessments. Dissemination of school-wide assessment data is important to ensure all members are aware of current trends, challenges and areas of noteworthy praise and recognition.

The key data points below highlight some of the impact of our challenges cited by reviewers and/or evidenced in student achievement:

~ Utilize item analysis results yielded from common grade level assessments. Data Driven Classrooms through Skedula will address this area. It is necessary for us to know which standards students are struggling with as a class, grade and school community. We need to identify these priority standards and develop actionable steps to address these areas.

~ Science cluster teachers should create a baseline for science. (Specifically for grade 4 pre and post assessments should be administered. Consider using the old NYS Science assessments.) Utilize professional development time and common planning time to plan for pre, mid and end of unit assessments across all grade levels. Big understandings will be helpful for students and teachers.

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, all teachers and administrators will continue to use the Data Feedback Strategy method for monitoring student achievement, resulting in increased student performance on priority ELA and Math CCLS standards, as measured by a one level increase in TC Running Record benchmarks in November, March and June; Pre-, Mid- and End-of-Year Go Math benchmark assessments; and Students With Disabilities individual modified promotional criteria CCLS checklists.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Research-based Instructional Programs • Teacher teams will analyze Think Central and power points to differentiate instruction for groups including ENL's and Students with Disabilities. • Teachers will demonstrate highly effective practices to support at risk students by conducting class inter-visitations. • Teachers will address the needs of subgroups by engaging in small group work best practices. • Teachers will utilize Skedula to increase parent involvement. • Teacher teams meet frequently using the ORID protocol to analyze data • To create assessments • Create and revise curriculum maps • Bulletin boards aligned to common core standards(tasks and rubrics) • Collaborate with our TC coach • Share/create book sets using My on Reader Professional Development	• Resource Room/ SWDs • Struggling Learners • Talented and Gifted Students • ENL's • Struggling Learners • Talented and Gifted Students	• Sept. -June 2016Annual Goals • Monthly Goals • Daily Goals	Homeroom teacher • ENL teacher/s • Resource Room • Cluster Teachers • Parents • Teachers • Administration • Parent Coordinator

• During the month of September, administrative cabinet will introduce teachers to the instructional goals for 2015-2016 with an action plan that address these priority needs. • Professional development will be provided in using data protocols to analyze individual and group data. • Collaboratively, teacher teams will revise student checklists and grade specific writing rubrics. <u>Research-based Instructional Programs</u> • Collaboratively, in a risk-free environment, teacher teams and schools administrators will meet to analyze on-going student using Data Feedback Strategies in TC Running Records benchmark levels and Go Math periodic assessments. The data will be used to provide feedback, inform small group instruction, and differentiate learning activities.			
<u>Professional Development</u> • Administrators will conduct cycles of observation, learning walks, or instructional rounds around the instructional goals, in order to provide targeted feedback to improve or enhance teaching practice. •Based on gathered data and the identified targeted areas, professional development activities are adjusted in order to inform teachers of the need to adjust instruction to meet the needs of their individual learners (ELLs and SWDs) •Teachers who demonstrate highly effective practices in using data to drive instruction will collaborate with their peers and model lessons during grade-wide conferences and other professional learning sessions. This practice demonstrates a high level of trust amongst colleagues.			
<u>Addressing Student Needs:</u> Students with Disabilities, English-as-a-New-Language students, and other high-need student subgroups. • Following DFS methods, students take ownership of their own learning, through conferences, glows and grows, student-friendly checklists and rubrics, and peer review. This established a common culture of trust amongst students. • Teachers will engage in series of professional development workshops with TC and Southern Cross support staff, among others, that will focus on strategies to support ELLs and SWDs in reading and math.			
<u>Parental involvement</u>			

•Parents will be invited to take part in a series of workshops that will focus on supporting students in meeting their CCLS reading and math goals. • Parents will be encouraged to provide feedback to teachers and insights into supporting their child. • Families will have multiple opportunities to meet and speak with teachers during Parent Involvement Time as well as during the four Parent/Teacher conferences. Addressing Student Needs • Students are empowered to drive their learning. • Students are aware of progress as well as goals for achievement. • Students learning styles are met. • Students feel confident and comfortable in their learning environment. • Students take risks. Parental Involvement: • Parent Conferences will provide parents with specific data around student progress towards writing goals <u>Research-based Instructional Programs</u> • Collaboratively, in a risk-free environment, teacher teams and school administrators will meet to analyze on-going student work in ELA and Math using the ORID Protocol, and plan for refinement which will include differentiated learning activities, small group instruction/strategy groups, and opportunities for student reflection. • Teachers will meet to analyze students' results for running records, and plan instruction to move students to the next reading level. <u>Professional Development</u> • Teachers in each grade will engage in professional development sessions and lab-sites, including Teachers College, GoMath!, and Skedula.			

• Based on Teachers College and GoMath! professional development sessions and lab-sites, teachers will continue to adjust their lessons to improve student progress. • Based on Skedula professional development sessions, teachers will continue to input student data as a way to communicate feedback with students and parents. <u>Assessing Student Needs</u> : Students with disabilities, English Language Learners, and other high-need student sub-group. • Teachers meet with students and review assignments through one-on-one conferences and group conferences. • Peer feedback is given via "Glows and Grows," turn and talks and during the share component of the mini-lesson. <u>Parental Involvement:</u> • Parents are invited to view classroom activities and discussions, including in ELA and math. • Student-led conferences will be conducted so that students can reflect on their completed work. They will be able to review feedback from teachers and peers as they reflect on their work and communicate their learning with their parents. • Parents and students are able to review grades via Skedula.			

<u>Part 4 – Budget and Resource Alignment</u>

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.
• • NYSL funds will be used to replenish student workbooks (ReadyGEN Reader's and Writer's Notebooks) • Title I funds curriculum and staff development: Monday and PA periods professional conferences to support teacher training. • Title I parent workshops on Common Core State Standards and Citywide Instructional Expectations. • Title I funds for onsite training provided by Educational Consultants • Title I funds will be used to purchase basic school supplies • Title III funds to support professional development for staff members who support English Language Learners. • Title III funds will be used for educational programs such as, after school and Saturday Academy, to support English Language Learners. • Title III funds to support parent workshops and to help build capacity among families and communities to support student growth for ENLs.
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

- Teachers and Administration will engage in progress monitoring each Friday during Professional Activity periods to monitor student achievement on grade specific CCLS to provide next instructional steps based on data. (Data Feedback Strategy)

- Teachers and Administration will engage in Cycles of Inquiry each Tuesday afternoon on priority ELA and Math CCLS and Close Reading Strategies.

- Teachers and Administration will utilize Skedula to gather data to analyze grade level and school level trends in reading, writing and mathematics.

- Teachers and Administrators will collaborate on targeting specific CCLS areas of challenge and next steps for Super Seven students.

- Teachers and Administration will analyze reading levels from September to November to January to March to June to determine class and grade levels trends in terms of strengths and weaknesses.

- Administration will provide teachers with immediate, verbal and/or feedback to teachers to inform instruction and increase best practices.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

Data Source:

♣ According to our feedback from the 2012-2013 Quality Review some parents interviewed expressed interest in having a better understanding of skill sets their children need to become college and career ready.

♣ According to our school survey a concern was addressed about having our students stay on track for strengthening college & career readiness.

♣ Within our Learning Environment Survey it was identified only 34% of families attend PTA meetings in a year.

Strengths:

♣ Teachers utilize Tuesday afternoon Parent Engagement time to meet with parents/families to discuss growth and progress

♣ Teachers utilize Skedula to keep families informed/provide student data and grades

♣ Parent Teacher Association organizes community events including visits from the New York Police Department and Fire Department of New York to discuss and provide training on relevant topics such as bullying and CPR/AED training

♣ Grade level teacher teams work collaboratively to organize field trips that are engaging and aligned to the common core curriculum

Weaknesses:

♣ Maintaining connection with community resources outside of field trips

Parent participation in/attendance at special events

The priority need is to maintain connections with community resources outside of field trips.

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 of our students will learn civic responsibilities by establishing community connections and outreach in an effort to support college and career readiness as measured by Individual Student Attendance Report (RISA) and 90% of students attending at least two community events.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Activities/Strategies : Focus on college and career readiness; inform students about college; explain college preparatory schooling/course work. ♣ Career Day	K-2 classes 3-5 Classes	2016	Guidance Counselors, Administration, Teacher Teams
Activities/Strategies : Establishing and building trust within the community and fostering relationships with the community at large Inter generational Pen Pals (nursing home/ assisted living)	K-5 classes	All Year	Classroom Teachers
Activities/Strategies : Improve student achievement through scheduling trips that align with social studies and science content • Visit Alley Pond – Park Rangers – Earth Day • Class Trip: Fire Department Museum • Class Trip: Transit Museum • Senior Center – make centerpieces for meals, cards • Food Drive • "Clean Up The Community" Posters • Spring Cleaning: P.S. 117 Garden Event	All Grades	September 2015 - June 2016	Classroom Teachers Art Teachers: Ms. Lamourt and Mrs. Lee; Classroom teachers Art Teachers: Mrs. Lee and Ms. Lamourt PTA; School Community

Action/Strategy: Family Involvement ♣ Communication will be sent to families in the form of flyers and announcements representing student voice to share with families activities students will engage in to enrich civic involvement within the school community. (I.e. donating to the food drive). ♣ Invite members of our school community to share their occupations with children during Career Day. Parents will have opportunities to visit our school community developing a trusting relationship between home and school.	Parents Pre-K - 5, Ells, & SWDs	All Year	Parent Coordinator, classroom teachers, parent/family volunteers

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.
Flyers, memorandums, posters, teachers, and volunteers

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

X	**Tax Levy**		**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st 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.

Midyear Benchmark

By January 2016, 90% of students will have attended at least one community based field trip or activity.

By February 2016, 90% of students will be enrolled in planned community based field trips and activities scheduled throughout the Spring of 2016.

♣ Field Trips have been planned

♣ Parent Volunteers have been selected

♣ Dates have been set for Garden Event and for Career Day

♣ Assisted living centers have been contacted to set up pen pals.

♣ Communication and correspondence have been sent to organizations (thank you notes to police/ fire dept)

♣ Poster contest rules and rubrics have been established and distributed to parents and students

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who demonstrate below grade level data (Level 1) in the following areas: Running Records Scores from Performance tasks Teacher data analysis based upon kid watching	The following programs will be used with students who are in need of intervention: Wilson, Fountas & Pinnell Leveled Literacy Intervention, Kaplan Advantage & Kaplan Essential Skills Foundations, Open Court Intervention, Fundations and SRA Phonics Intervention. Differentiated instruction will be given to meet the needs of the students. Headsprout licenses are granted to particular entering and emerging students. In grades 2-5 ESL students with NYSESLAT levels ranging from beginning, intermediate and advanced will participate in an after school program facilitated by 4 ESL certified teachers, two content and area teachers who are Wilson and Fundations trained.	1 ATR Reading Teachers/RtI Specialist, 1 SETSS teacher, and 1 RtI/IEP teacher. During the Literacy Block, students will receive small group instruction. A push-in/pullout model will be used.	1 ATR Reading Teachers/RtI Specialist, 1 SETSS teacher, and 1 RtI/IEP teacher. During the Literacy Block, students will receive small group instruction. A push-in/pullout model will be used.

		The goal of the Title III after school program is to ensure that ESL students are equipped to pass the NYSESLAT ELA and mathematics exams.		
Mathematics	Students who demonstrate below grade level data (Level 1) in the following areas: BOY Assessments Scores from Performance tasks Teacher data anlaysis based upon kid watching	Teacher created materials and Go Math! Will be used along with manipulatives. Students will address content and procedural skills. Differentiated instruction will be provided to meet the needs of the students. Students will utilize a concrete approach in order to address and develop problem-solving techniques	1 AIS Math teacher, 1 IEP/RtI teacher and 1 SETSS teacher will provide small group instruction.	Pullout and push-in model during school hours and after school.
Science	Students who demonstrate below grade level data (Level 1) in the following areas: Running Records Scores from Performance tasks Teacher data analysis based upon kid watching	Foss Kits, Harcourt Brace text, Interactive SmartBoard Science Lessons, non-fiction science literature, and Science materials will be used. Differentiated instruction will be provided in order to meet the individual needs of students.	Small group science tutorial lessons.	Classroom teachers provide State mandated periods of science instruction. In addition, 3 science cluster teachers will provide instruction in class as well as pullout students needing service in a minimum of 45 minute per week for all classes. Students will participate in an after school small group science tutorial program.
Social Studies	Students who demonstrate below grade level data (Level 1) in the following areas: Running Records	Use of trade books, non-fiction literature studies, Interactive Smart Board Technology, and document- based instruction will be used to meet the learning needs of	Classroom teachers provide mandated periods of social studies instruction. In addition, 2 social studies teacher will provide instruction for students on a minimum of 45	Social Studies instruction will occur during the school day. At-Risk students also receive intervention in our after school program.

	Scores from Performance tasks Teacher data analysis based upon kid watching	students. Teachers will follow themes and differentiate instruction for individual students.	minutes per week for most classes.	
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Parent Request Supports for Students Transitioning from Suspension Guidance Intervention request as a result of a Teacher Removal Students in need of peer mediation, conflict resolution	Parental outreach will be provided on an on-going basis. A Guidance Counselor and a Social Worker will provide parent classes for parents who need additional parenting skills and support. Students are assisted in learning how to deal with various personal issues including school, friends, family, and current events.	Small group instruction, one-to-one sessions use peer mediation strategies to increase efficacy of the students.	Our Guidance Counselor will also push- in to some classes to provide first hand assistance and to help at-risk students. School Psychologist – N/A Social Worker – N/A

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
99% of our staff members are Highly Qualified teachers teaching in core academic subjects for the 2015-2016 school year ♣ Teachers will participate in "in house" staff development in literacy and math by trained Teachers College staff developers and Math Southern Cross consultants. ♣ Teachers will be provided with SD "Calendar Day" opportunities in literacy at off-site locations (Teachers College-Columbia University) ♣ Administrators attend in house staff development with teachers and meet with staff developers/consultants to enhance existing instructional practices in literacy and mathematics across content areas ♣ Teachers will participate in professional development to meet the learning needs of ELL's and SWD's. ♣ Teachers receive ongoing professional development pertaining to Response to Intervention, Depths of Knowledge, Universal Design for Learning, ELL strategies and Common Core Learning Standards ♣ Teachers will modify curriculum maps aligned to CCLS across all curriculum areas with assistance from instructional support specialist of the CFN 209 Network ♣ 0ngoing Professional Development will be provided to all teachers to keep current with all new initiatives and instructional practices ♣ Teachers will participate in focused staff development sessions on analyzing and writing responses to informational texts. Teachers will also analyze grade appropriate common core aligned TCRWP rubrics for informational reading and writing Performance Assessments. ♣ Administrators regularly attend hiring fairs to identify and recruit highly-qualified teachers ♣ Administration attends job fairs and interviews candidates based on the curriculum currently in place

♣ Our school developed a student teacher partnership with St. John's University and Queens College which enables us to hire those candidates who will transition easily to our school community

♣ We have teachers who engage in the following professional learning communities:

- Grade Level Teacher Teams

- Vertical Teams

- Inquiry Teams

- Weekly Grade Planning Sessions

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).
Strategies and Activities for high quality professional development for teachers, principals, and all staff members is a blueprint for all educators to improve instruction and student achievement. In alignment with Common Core Learning Standards effective professional development includes the following: ♣ A school-wide needs assessment was conducted based upon current observable teacher practices. ♣ Professional development workshop sessions are determined based upon identifiable needs. ♣ Differentiated professional development will be offered in the form of study groups and classroom lab sites. ♣ Columbia University Teachers College staff developers will align professional development workshops to our established instructional foci. ♣ Two Teachers College staff developers (lower and upper grade) will meet the needs of our staff by supporting teachers in small group sessions. ♣ A Southern Cross math consultant will support our school-wide mathematics goals by working closely with teachers in the classroom and by engaging in debriefing sessions with administration. ♣ Fostering a culture of continuous improvement for learning through Danielson's Framework for Teaching. ♣ Improving the learning of all students, general education students, ELLs and SWDs, by creating awareness of those with different needs, learning styles, and incremental abilities from diverse cultural and linguistic backgrounds. ♣ Facilitating the implementation of the Ready Gen Curriculum, Go Math and Teacher's College Reading and Writing Curriculum with an emphasize on continuous student achievement across grades/school. ♣ Classroom practices around Instructional Shifts in Reading and Mathematics by providing opportunities for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice. ♣ Engaging teachers in unpacking the Strong Schools Strong Communities Framework:

♣ By reviewing student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices.

♣ Sharing successful instructional practices, and the evidence of their success, through formal and informal structures, reflecting on their work to identify areas for growth and actively participate in their own development.

♣ Shifts in classroom practice where teacher teams focus on changes in classroom practice embedding a performance task into units of study.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.).
♣ Prekindergarten students are taught through the year how to take ownership of their environment and become creative and curious learners. ♣ Curriculum is designed so students are encouraged to learn within center exploration where the teacher and assistant facilitate learning that is taking place. ♣ Our teachers participate in professional development a minimum of four times during the school year to enrich the understanding of social/emotional and academic learning. The PD sessions are then translated into classroom practice. ♣ Our Prekindergarten teachers lead our young students towards independence and feeling secure emotionally in the classroom. In the beginning of the year children are assisted in many daily experiences- One example is how more support is offered to children in the beginning of the year for things like zipping and buttoning their coats. By the spring most students are able and encouraged to do this by themselves. Students are aware of where all materials are and are able to access them as needed.

♣ Our Prekindergarten teachers use Common Core alignment of instruction to meet all required standards by the end of June. Thematic based activities drive instruction and promote an interdisciplinary content-based environment.

♣ Our classroom teachers meet weekly with administration for professional learning sessions where PD is turn-keyed, programmatic components are set in place and resources are shared.

♣ Our Prekindergarten social worker visits our classroom twice each month to work with individual children, reach out to families in need of services and to conduct parent workshops.

♣ In the beginning of the school year parents are invited into our school for a Pre-Kindergarten Tea (orientation). This Tea provides an opportunity for families to meet other families of the students who are in the same class.

♣ Families are encouraged to share telephone numbers and form friendships outside school. Many of the children are invited on play dates with other children thereby strengthening a strong friendship bond. Parents are invited to attend the P.S. 117 book club and crochet club where our Pre-Kindergarten social worker speaks with club members about a variety of topics from social issues to academic concerns and ways to strengthen the home-school connection.

♣ Towards the spring of the year, families are invited to attend a transition workshop hosted by administration. This workshop helps to prepare parents with the expectations and routines for our kindergarten students. The children and families are invited on a tour of the building to see kindergarten classrooms in action, various important locations in the building- main office, gymnasium, computer lab, etc. so they become more familiar with the building and are more easily adjusted for the beginning of the new school year.

♣ In May, administration meets with our Prekindergarten teachers to discuss where students might best be suited in kindergarten classes. Current friendships and teacher personalities are taken into account when determining placement. The Prekindergarten teachers meet with Kindergarten teachers to forward student records.

♣ The following September parents are invited to attend a Kindergarten orientation.

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.
Measures to Include Teachers in Decisions Regarding Assessments: ♣ In the beginning of the school year our teacher administers the ECERS screening to all PK students. Parents and administration are all informed of the results. Based on the initial screening, students may be rescreened if needed. This screening provides a baseline for our teacher in particular skills development. ♣ During daily instruction, our teaching assesses students on an ongoing basis using multiple checks for understanding. She will facilitate centers, work with students in small groups and individually and take notes on developmental and academic components. Our teacher utilizes Performance Assessments a minimum of three times during the year using the NYC Core Library tools. The results from the Performance Assessments are analyzed during pre, mid and post assessments that are developmentally appropriate. ♣ Parents are given progress reports during the year so they are able to understand the progress their child is making in the program. Prekindergarten newsletters are provided to families on a monthly basis to keep them aware of happenings in the classroom and to provide helpful tips at home.

♣ Teachers participated in decision-making process by participating in the MOSL Committee. MOSL committee members participated in Webinar training before making important decisions regarding assessments for students and assessments linked to Teacher Effectiveness.

♣ All teachers meet weekly in Inquiry Teacher Teams, Grade Level Teams to create/modify in-house common assessments. In addition all Teacher Teams meet weekly to analyze all common assessments linked to the CCLS.

♣ Inquiry/Grade Level Teacher Teams meet weekly and assess students' work during each six-week unit of study with direct grade level supervisors. The ORID Protocol is utilized to assess class/individual student data.

♣ Measures of Student Learning committee members selected local measure assessments.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. 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[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)
Title I Part A (Basic)	Federal	467,389.00	X	17, 32, and 40
Title II, Part A	Federal	160,084.00	X	32
Title III, Part A	Federal	13,984.00	X	17, 40, and 44
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	5,182,675.00	X	17, 25, 32, and 44

[1]Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds

used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement

requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 117Q]** , 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. **[P.S. 117Q]** 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-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-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 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 st 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 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-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)

[P.S. 117Q] , 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 st 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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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: PS 117 J.Keld/Briarwood School	DBN: 28Q117
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 69 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III program will aid our 69 ELL students in grades 3, 4, and 5 to acquire the English Language, to meet the TESOL standards for English Langue acquisition in reading, writing, listening, and speaking. Our goal is to increase and implement literacy strategies for ESL students to increase English language development in order for the students to move from beginners to intermediate and intermediate to advanced and advanced to achieving proficiency in English language skills in grades 3, 4 and 5. The students will receive instruction by a certified ESL teacher and a general education co teacher for the duration of the "After School Program". The students will be instructed with the following materials as a suppliment to their daily materials, Readers Theatre Program, Rigby Into English Program including CD's and DVD's for language aquistion.

Proposed-

The ELL Afterschool Program is outlined as follows:

-Scheduled Days:

Program Begins- The second week of January and ends the first week of April

Wednesdays and Thursdays from ~ 2:20- 3:50 PM

The dates will be: January 2015: 7,8,14,15,21,22,28,29 Februrary 2015: 4,5,11,12,25,26, March 4,5,11,12,18,19,25,26, April 1 & 2. The program will run for 24 sessions 90 minutes each.

Professional Development will take place weekly on Thursdays for twelve 30 minute sessions on ELL strategies connected to the TESOL Standards and Looking at student work using Protocols to monitor and adjust lesson planning to differentiate class instructions.

-Program Materials:

Readers Theatre Program

Computers

Rigby Into English ELL Program, videos, CDs and DVDs- Language Acquisition

-Classroom Locations/ Teachers 3 ESL Certified Teachers and 3 General Education Teachers Totaling t Teachers / Three Classes (one for grade 3, one for grade 4, and one for gradce 5):

One Supervisor: Assistant Principal to supervise the Program.

The Title 111 "After School Program" will serve to supplement, to the core curriculum literacy program focusing on the componets of the workshop model of instruction. The English Language Arts supplement will focus on fluency and reading comprehension skills. Classroom teachers have difficulty with ELL students in reading comprehension skills and academic vocabulary in literature. The Readers Theatre Program will serve as a supplement to the core curriculum aligned with the TESOL Standards in reading, writing, listening, and speaking. Children will also have opportunity to work in group and peer/peer cooperative activities that will clarify and amplify vocabulary development, key ideas as well as expand peer communication while reading fiction and non fiction books on their running record reading levels.

The Grade 3, 4 and 5 ELL "After School Program" will serve to supplement the core curriculum literacy program in the following areas: English Language Arts aligned with the TESOL standards, the English Language Arts supplement will focus on language acquisition, literacy development, phonics, phonemic awareness, decoding, fluency and reading comprehension skills.

Grade 3: The program will service one class of 15 ELL students. The students serviced are ELL students who scored at the Beginning, Intermediate, and Advanced levels on NYSESLAT, or new ELL admits who scored at the beginning level on the NYSITELL. The Title III After School Program will be provided in

Part B: Direct Instruction Supplemental Program Information
English. An ESL certified teacher would teach classes with the support of a general education teacher. The general education teacher will provide additional support in the content areas of literacy. The teachers will co-teach. The students will focus on aquiring english language acquisition skils utilizing Readers Theatre program and Rigby Into English for phonics skills utilizing fiction and non fiction national geographic matherials, videos, CD'S and DVD's. Teachers will assess the students to progress utilizing Fontas and Pinnell assessments, and teacher made assesments, and portfolios to monitor student acquisition of the TESOL standareds. Grade 4: The program will service one class of 24 ELL students who scored at the Beginning, Intermediate, and Advanced Levels on the NYSESLAT, or new students who scored at the beginning level on theNYSUTELL. A state-certified ESL teacher will provide the Title III After School Program in English. The general education teacher will co-teach to give additonal support in the area of literacy. Teachers will aid students as they endeavor to make strides in literacy according to running record Fontas and Pinnell assessments, teacher made assessments, and portfolios to monitor student acquistion of the TESOL standards. The Readers Theatre Program and Rigby Into English ELL program will focus on Grammar, punctuation, word usage and syntax will be addressed to build students' writing ability, and a focus on aquiring english language fluency skills. Grade 5: The program will service one class of 24 ELL students who scored at the Beginning, Intermediate, and Advanced Levels on the NYSESLAT or new students who scored at the beginning level on the NYSITELL. The Title III After School Program will be provided in English. An ESL certified teacher will co teach with a general education teacher giving additional support in literacy. A focus will be to help students make improvements in reading according to the Fountas and Pinnell running records assessments, TCRWP. Teachers will implement a program in reading and writing that will focus on decoding and encoding, and english language fluency skills. The fundamentals of the English language will be a focal point. The materials included in the program will consist of Readers Theatre, and Rigby Into English ELL Program. Rigby Into English ELL program aims to increase vocabulary and deepen literacy comprehension through the use of technology, non-fiction and fiction materials; videos and pictures. Students will participate in fiction and non-fiction read alouds, guided reading and shared reading, shared writing activities through the lens of fiction and nonfiction. In addition to non-fiction work, students will retell stories, role-play, and engage in writing activities connected to the TESOL Standards utilizing Readers Theatre Program. Students will also have opportunities to work in collaborative activities and Think/Pair/Share activities, which will expand vocabulary development and cultivate communication amongst peers. The last four sessions of the program will include Empire NYSESLAT preparation entails question types parallel to those found on the NYSESLAT: multiplechoice, short written response, extended written response, and oral response, units for speaking, listening, reading, and writing to familiarize students with the NYSESLAT type questions and exposure to informational, literary, and functional passages on the NYSESLAT. Assessment will be in the form of teacher made tests, TCRWP Assessments, Fontas and Pinnell running record assessmetns, and student portfolios to measure achievement.

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: Title III teachers (3 Certified ESL and 3 general eduation teachers) will receive ELL professional

Part C: Professional Development
development on a weekly basis by an Assistant Principal on ELL instructional strategies of Think/Pair/Share, graphic organizers and visual aids, Professional development topics addressed will also include Universal Design for Learning, UDL, Depth of Knowledge, DOK, Chancellor's Expectations for 2015-2016 school year on Questioning and Discussion Techniques and Vocabulary Development for ELL's through Role Play and Realia. Professional development for Title III teachers aims to enhance instructional opportunities in the classroom setting and to provide specific instructional interventions to meet identified academic needs of ELLs to target instruction. The purpose of Title III professional development is also to equipt teachers with the skills to prepare ELL students to meet the TESOL standards for English language proficiency. In additon all ESL teachers will engage in professional development activities on all new CIE initiavies on Mondays & Tuesdays during the 2014-2015 school year.

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: Parental Engagement Activity notification will take place by translation and interpretation services in Spanish, Arabic, Bengali, Urdu, Uzbek and Russia for school newsletters and notices, Parent Coordinator newsletters, PTA newsletters and notification of special events occurring in the school community. To ensure oral translations are provided to parents, in house staff members and volunteer parents will be present during student registration and admission, ELL parent orientation workshops, PTA meetings, and meetings with the school building principal and assistant principals as needed. Parent Workshops will take place on a bi-monthy basis for 45 minutes during Tuesday parent engagement time, by an ESL certified teacher on ways to help at home, with English language strategies, and homework strategies during the 2014-2015 school year.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 117
School Name Joyce Keld Briarwood School		

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 Paula Cunningham	Assistant Principal Jane Indelicato
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Erica Budhram, P. Friedman,	School Counselor T. Elias
Teacher/Subject Area D. Golden/Social Studies	Parent type here
Teacher/Subject Area S. DeJesus/ELA	Parent Coordinator K. Estevez-Ramirez
Related-Service Provider E. Gautreau, Psychologist	Borough Field Support Center Staff Member Pierre Glavez
Superintendent Mable Sarduy	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	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]	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1038	Total number of ELLs	105	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes☐	No☒	If yes, indicate language(s):
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1005	**Newcomers** (ELLs receiving service 0-3 years)	89	**ELL Students with Disabilities**	12
SIFE	0	**Developing ELLs** (ELLs receiving service 4-6 years)	16	**Long-Term** (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									
	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	Total
TBE										0
DL										0
ENL	89		5	16		7				0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: ___

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	2	4	4	9	5	9								0
Chinese	0	1	0	0	0	0								0
Russian	1	0	0	2	1	1								0
Bengali	2	6	5	5	6	6								0
Urdu	0	1	1	1	3	2								0
Arabic	4	1	2	2	4	4								0
Haitian	0	0	0	0	1	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	1	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	1	3	3	1	1								0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	0	2	3	0	1								0
Emerging (Low Intermediate)	4	0	4	2	3	0								0
Transitioning (High Intermediate)	3	3	2	4	5	2								0
Expanding (Advanced)	4	6	8	7	13	14								0
Commanding (Proficient)	3	6	7	5	5	7								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	4	5	1	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	3	0	0	0
4	21	2	2	0	0
5	12	4	2	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3	13		3		0		0		0
4	21		2		1	0	0		0
5	12		4		2		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	25		15		9		3		0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

   As a school, we use TCRWP Running Record assessments to gauge the reading levels of all General Education students, English Language Learners and Students with Disabilities.

   By June 2015, the following are the grades scored by Teachers College Running Record Levels:

   Level 1:
   Kindergarten: 68%
   Grade 1: 66.6%
   Grade 2: 75%
   Grade 3: 88.8%
   Grade 4: 75%
   Grade 5: 56.2%

   Level 2:
   Kindergarten: 25%
   Grade 1: 13%
   Grade 2: 10%
   Grade 3: 11%
   Grade 4: 16.5%
   Grade 5: 7%

   Level 3:
   Kindergarten: 0
   Grade 1: 20%
   Grade 2: 15%

Grade 3: 5.5%
Grade 4: 8.3%
Grade 5: 0

The only student reading on a level 4 was a kindergarten student .

NYS ELA 2015 Data:
Grade 3:
Level 1: 78.6%, level 2: 121.4%, level 3 & 4: 0%
Grade 4: level 1: 84% , level 2: 8%, level 3: 11.1% , level 4: 0%
Grade 5: level 1: 66.7%, level 2: 22.2%, level 3: 11.1%, level 4 0%

NYS 2015 Mathematics:
Grade 3: level 1: 72.2%, level 2: 16.7%, level 3: 5.6%, and level 4: 5.6%
Grade 4: level 1: 53.8%, level 2: 34.6%, level 3: 11.5% , level 4: 0%
Grade 5: level 1: 42.9%, level 2: 42.9%, level 3: 9.5%, and level 4: 4.8%

The literacy and math data gathered enables teachers to plan whole class, small group, and one to one instruction.
Reading and Math data shows ELLs experience challenges with reading comprehension, literal and inferential questioning, reading and math fluencies, multi-step math word problems, and vocabulary development.
Administrators use NYS testing data and TCRWP Running Record data to develop an instructional plan for General Education students, English Language Learners, and Students with Disabilities for classroom instruction, Response to Intervention, RTI, services, and After School Programs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
According to the data patterns revealed by the NYSITELL and NYSESLAT, students are moving across proficiency levels as they move across grades.

Our ENL students scored the following levels on the 2015 NYSESLAT Exam:
Entering: 10%
Emerging: 10%
Transitioning: 14.6%
Expanding 40%
Commanding: 25.3%

An analysis of the NYSESLAT results shows that our ELL students in grades Kindergarten through five are having greater success in the listening and speaking components versus reading and writing modalities. As a result, an emphasis is/will be made on reading and writing instruction for ELL students.
Students will have additional opportunities to read at independent and instructional reading levels and read and respond to a variety of literature through shared/guided reading and authentic text sets through instructional scaffolds prepared by teachers of ELLs.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
PS 117 uses the information about Annual Measurable Achievement Objectives to get an overall picture of who our ENL students are based on their latest NYSESLAT results. We can also use the data to compare it to previous NYSESLAT results and the LAB-R/NYSITELL. Teachers are able to look at the breakdown of the modalities of the NYSESLAT to guide instruction. The AMAO tool is also important because it shows us the students' home language which is necessary to provide students with the correct glossaries on state exams as well as their years of service. Teachers can then see which students are long term ELLs, newcomers, and developing ELLs.
The data shows that our school does not have many long term ELLs. This shows students are making continuous growth in all modalities. In our school, students make the most progress in speaking, and listening over a shorter amount of time compared to reading and writing.

4. For each program, answer the following:
    a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

A: ELLs are scoring at Levels 1 and 2 on NYS tests. Despite scoring levels 1 and 2, ELLs are making continous progress, as measured by teacher made assessments, conference notes, and reading levels. Newly enrolled ELL students in the upper grades who are literate in their home language are provided with a copy of the NYS tests in their home language (providing that NYS has their home language available) as well as English, this helps students by providing them with the best oportunity to complete the state exam.
B: School Leadership uses ELL data to develop programs for after school instruction. Teachers use the results from the ELL periodic assessment to develop lessons and modify instructional practices to meet the needs of students.
C: By administering the periodic assessment, teachers are able to oberve students during the exam and notice what areas they can improve in as far as test taking skills. Teachers could also use the results from the periodic assessment to determine students strengths and weaknesses to drive instruction and make accommodations as necessary.

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*.]
Our school uses data to guide instruction for ELLs within the Response to Intervention framework by identifying ELLs who fit the criteria for RtI Tier II and III Interventions. These students are provided with literacy instruction using research based programs, Fountas and Pinnell, Leveled Literacy Intervention, Wilson and Fundations. Data from NY State ELA tests, and TCRWP Running Records along with teacher consultations and data enable administrators to target students for RTI services.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Second Language development is considered in instructional decisions through:
~ Culturally authentic pictures and posters appear in the classroom, in hallways and welcome areas. Families know from the moment they first enter the building that they are welcomed and respected.
~ Books and other resources in the home languages of ESL children are evident.
~ In the classroom, labels in home languages and English are posted throughout the classroom to help teachers use words in each child's language when discussing a topic and help student's see the connection between their home language and English.
~ During instructional time, especially during the literacy block, teachers use realia that corresponds to new vocabulary. Teachers also use gestures, voice changes, and facial expressions while speaking. Teachers assign language partnerships, pairing two children who speak the same home language so the child who is more proficient in English can assist their partner to understand and share in the discussion or activity.
~Teachers create child friendly charts that include pictures, labels, and detailed information for students to use as reference in their daily classroom activities.
~Word walls are used school wide across all grades to assist students in language development.

7. For dual language programs, answer the following:
a. How are the English-proficient students (EPs) assessed in the target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our ESL Program is monitored for effectiveness through formal and informal observations conducted through the TeachBoost and Advance systems aligned to the DOE New Teacher Evaluation process. Program evaluation is also analyzed by a review of student work, review of teacher made assessments, interim assessments, and formal assessments (NYS ELA, Mathematics, Pre, Mid and Post Assessments, Unit tests, chapter tests, end of the unit tests, NYSESLAT, NYSITELL and TCWRP Assessments).

Part IV: ELL Identification Process

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

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

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

During the registration process, office personnel contact the ENL Coordinator or a certified ENL teacher to start the English Language Learner (ELL) Identification Process. The qualifications of the person's responsible for the ELL indentificaiton Process are as follows: three fully certified ENL teachers, all teachers have a Masters degree in TESOL. One teacher is a NYCertified Spanish Intpreter/translator and completed the Bilinugal/ ESL Teacher Leader Academy (BETLA) program at Bank Street College of Education. One ENL teacher speaks English and some Spanish. Another ENL teacher speaks English only. As a school we also have staff members that are bilingual in the following languages: Russian, Italian, Bengali, Arabic, and Haitian Creole. The first step is the administration of the Home Language Identification Survey (HLIS) which is completed by a licensed pedagogue. The licensed ELL Coordinator or a licensed ELL teacher from the ENL Department assists the parent in completing the HLIS as part of the registration process. The parent is given the HLIS in his/her preferred language. If the licensed pedagogue does not speak the home language of the parent, a qualified interpreter/translator is contacted to assist on the completion of the HLIS. Once the HLIS is complete, the licensed pedagogue will then place the HLIS in the student's cumulative file. If it is determined that the student's home language is English, then the process for NYSITELL eligibility is over. If a student's home language is determined to be a language other than English then a more in-depth review of the student is administered in order to determine NYSITELL eligibility.

Our school performs a review of all students that are identified as speaking a language other than English. A detailed interview is conducted by a licensed ELL teacher with the student in both English and in the student's home language. A qualified interpreter/ translator is also contacted in the student's home language for the interview. If available, a review of his/her schoolwork will be done by a teacher from the ENL Department. The school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process ends; however if the student is eligible to take the NYSITELL, a certified ENL teacher will administer the NYSITELL to all eligible students. If the student is identified as an ELL, the information collected from the in-depth review will be used to determine if the student requires further assessments for SIFE status. To determine SIFE status, we will follow a SIFE Identification Process, which includes an oral interview questionnaire and depending on their home language, the LENS assessment will be administered. NYSITELL eligibility for students entering school with IEPs (from within the United States) will be based on the determination of the Language Proficiency Team.

Once eligibility for NYSITELL is determined, the ENL Coordinator prints NYSITELL documents from ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS through the attendance scanner within 10 school days of enrollment. All new students whose HLIS responses indicate a home language of Spanish and who were newly identified as ELLs based on NYSITELL results will be administered the Spanish LAB during the same 10 day testing window.

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).

   If our school comes upon a student that is eligible for SIFE status, we will follow the SIFE Identification Process as stated above within 30 school days of enrollment. A certified ENL teacher will conduct the oral interview questionnaire and a detailed review of the student's schoolwork if available to help determine SIFE status. The ENL teacher will also use the LENS assessment provided to help with the final determination.

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 at PS 117 consists of the following members: ENL Coordinator, school psychologist, one assistant principal, the parent/guardian of the child with an IEP/LPT Review. Once a newly enrolled student has been identified with a language other than English on the HLIS and has an IEP he/she is referred for LPT. NYSITELL Determination Form is completed, dated on the HLIS form, and sent to the LPT Team for review to determine NYSITELL eligibility. After the form is received by the LPT Team, the members then review evidence of the students english language development and the IEP to recommend if the student should or should not take NYSITELL. The LPT Team then follows the guideline in the ELL Policy and Reference Guide.

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

   The ENL Department takes careful measures to ensure that entitlement and non-entitlement parent notifications are distributed within five school days after the NYSITELL is scanned and score is determined. Both entitlement and non-entitlement notifications are provided in English and in the parent's preferred language. The notifications are hand delivered to classroom teachers. The teachers then place the letters in the student's Home School Connection folder. The original notification is sent home and two additional copies are made. One copy is placed in the student's cumulative file and the other copy is placed in a binder for record keeping in the ENL Coordinator's room.

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).
During the enrollment process, parents are informed that they have 45 school days within their registration date to appeal their children's ELL status. If they have any questions or concerns about the process they are directed to the ENL supervisor who will manage the process.

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.
The ENL Department has specific structures in place to ensure that all ELL parents understand every program choice available to them through the mandated parent orientation. As soon as a student is identified as an ELL through the NYSITELL results, his/her parents are invited by letter to attend a parent orientation. The parent orientation is held within five school days after the NYSITELL is scanned and score is determined. Our school has multiple orientations at different times both morning and evening, to provide parents with various opportunities to attend a session. If a parent has not responded to the first notification of an orientation, a second notice is then sent out. All notifications are sent in English and the parent's preferred language. Reminder letters are sent out and a follow up phone call is made the day before the orientation to ensure all ELL parents are able to attend the meeting.
The orientation is held both in English and in the parent's home language. A qualified interpreter/ translator is available at the orientation to help facilitate parents' questions, comments and concerns. The ENL Department hosts the parent orientation. A video is shown at the orientation in the parent's home language that describes all three program choices. Once the parents have finished watching the video, they are given the Parent Survey and Selection form to complete. They are given the option to take it home and bring it back after five days or to complete it at the orientation and hand it in before they leave. All documents at the parent orientation are provided in both English and the parent's preferred language. If after five days, a parent does not bring back the form, a follow up phone call will be made to remind the parent to return the form back to the school. All original forms are placed into the student's cumulative file, and two additional copies are made. One copy is returned to the parent and the other copy is placed in a binder in the ENL Coordinator's room for record keeping.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
ENL teachers prepare orientation letters to newly enrolled ENL students. If after two notifications, the parents have not responded ENL teachers then call parents and schedule appointments to ensure Parent Surveys and Program Selection forms are completed and returned in a timely manner. The parents come in for an orientation and all choices are discussed with the parents. All forms are kept in a binder and additional copies are made. One copy is returned to the parent. PS 117 monitors parent program choice by completing the ELPC screen on ATS. The ENL teachers keep track of parents preferred program choice in order to ensure that it is reflective of the language programs that are available at our school. At this moment we do not have bilingual education in our school because of insufficient numbers of students with the same language, as per CR Part154.2 Therefore, the default program in our building is ENL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
As stated above, after two notifications, parents who have not completed and returned the Parent Survey and Program Selection Form and who have not responded to phone calls, the students are then placed in the default ENL Program. The parents are notified through the Default Program Placement letter. ENL teachers continue to conduct outreach to parents.

9. Describe how your school ensures that placement parent notification letters are distributed.
The Placement Parent notification letters are hand delivered by ENL teachers to classroom teachers. The teachers then place the letters in the student's Home School Connection folder. The original notification is sent home and two additional copies are made. One copy is placed in the student's cumulative file and the other copy is placed in a binder for record keeping in the ENL Coordinator's room.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school retains all ELL documentation for each student by placing all forms in the students' cummulative folder and a copy is kept in a binder in the ENL office.

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

The NYSESLAT exam is administered to current ELLs grades K-5. The ENL Teachers work closely with the testing coordinator to identify eligible students.
Step 1: Identify eligible students
~Using the RLER report from ATS we create a list of NYSESLAT eligible students
~Once NYSESLAT materials have been received the ENL Teachers and testing coordinator make sure all materials are accounted for
Step 2: Administer all sub tests of the NYSESLAT during the administration window and tracks student completion
~The ENL teachers create a testing schedule and log to ensure all eligible students are accounted for and that a sufficient number of staff are available to administer all sections of the NYSESLAT to eligible students during the testing window.
~Attendance is documented for every subtest to ensure all students complete all sections of the NYSESLAT. Any absentees will be tested during the make-up testing window.
Step 3: Testing coordinator review
~Testing coordinator and ENL teachers review all recorded attendance sheets to ensure all students have had the opportunity to complete the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The Continued Entitlement and Transitional Support Parent Notification letters are hand delivered by ENL teachers to classroom teachers. The teachers then place the letters in the student's Home School Connection folder. The original notification is sent home and two additional copies are made. One copy is placed in the student's cumulative file and the other copy is placed in a binder for record keeping in the ENL Coordinator's room.

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).
After reviewing the Parent Survey and Program Selection forms from previous years, the trends we noticed are, parents mostly request ENL/ESL (Freestanding English as a New Language/English as a Second Language). Overall 85% of the parents choose ENL/ESL as their first choice. 10% choose Dual Language, and 5% choose Transitional Bilingual Education. The program models offered at PS 117 are aligned with parent requests. We will continue to monitor trends and make adjustments that align with parent requests.

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.
   ENL instruction is delivered through a push-in and pull-out model in alignement with CR Part154.2. Students in grades K-5 are placed within two designated classrooms per grade. Students who are identified as Entering or Emerging are placed in one classroom and receive 2 units of push-in integrated ENL instruction per week and 2 units of standalone ENL instruction per week.
   Students who are identified as Transitioning, Expanding, and Commanding are placed in the second designated ENL classroom. Both
   Transitioning and Expanding students receive 1 unit of integrated ENL instruction per week. Commanding students receive 1/2 a unit
   of integrated ENL in ELA or another content area. A certified ENL teacher works with classroom teachers to provide instruction for
   ELLs.

   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)?

PS 117 ensures that the mandated number of instructional minutes are provided to all ELLs according to their proficiency levels. The ENL teachers review the data from the RLAT report to identify the proficiency levels of all ELLs. Once the data has been reviewed and analyzed the ENL teachers in collaboration with administration place the ENL students in the appropriate designated ENL classes per grade. Students who must receive 2 units of ENL are assigned to one class and students who require 1 unit or less are assined to another class. In addition, we have a first grade and fifth grade class that are taught by a dually certified ENL/Common branch teacher. This ensures that all ENL students are receiving their mandated number of instuctional minutes. Home language Arts support is provided through the use of bilingual glossaries for different content areas, bilingual books in classroom libraries, GoogleTranslate, Imagine Learning Computer program, and DuoLingo app.

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

PS 117 has three ENL teachers that provided integrated ENL/ELA instruction along with the classroom teacher. Our school has a Freestanding ENL Program. In our ENL program, core content is delivered through scaffolded and modified lessons based on Teachers College Reading and Writing Curricula. We use the Bilingual Common Core Progressions to adapt our lessons to meet the demands of the Common Core Learning Standards and make content comprehensible so that all ELLs can further develop their Language Aquisition. ENL instruction is delivered through various collaborative teaching methods. English is used as our primary language of instruction. However, home language support is provided through various tools and methods. Students who are able to read in their first language are given dual language books to facilitate a smooth transition to English. Instructional materials include the use of Smart Board technology, Elmos, Laptops, Mac computers, and iPads. Classrooms have a SmartBoard which is used interactively by the teacher and students. Litearcy instruction on the SmartBoard often involves the use of the Internet to provide rich, visual supports around various literacy genres in the form of ebooks. Students are able to utilize Mac computers, iPads, and laptop technology to engage in research based work for content areas. Instructional materials also include teacher created charts that are displayed around the classroom and used as instructional tools and points of reference as students work independently. Elmos are used to display problems and enable students to show their work.

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

We ensure that ELLs whose home language is Spanish are appropriately evaluated in their home languages as they enroll throughout the year by using the Spanish LAB as a baseline assessment.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English through the ELL Periodic Assessment in the beginning of the year. The ELL Periodic Assessments provide teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction. For Reading and Speaking, teachers administer TC Running Records and other TC assessments. For Writing, an on demand writing assessment is given at the beginning of every unit of study. Teachers use that data to create small group instruction. ELLs are also evaluated through individual conferences, checklists, and teacher observations. ENL teachers will collaborate with classroom teachers to review all assessment benchmarks throughout the school year. The teachers will evaluate individual students strengths and weaknesses in all four modalities and target their instruction accordingly through data cycles.

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

Teachers differentiate instruction during balanced literacy by conducting small group instruction according to students strengths
and weaknesses, utilizing guided reading strategies, read alouds, shared reading, and shared writing instruciton according to their
ELL subgroup classifications.

a. Currently we do not have any SIFE students at PS 117. However, if we are to identify students as SIFE we would modify instruction according to their home language and needs. Using scaffoling techniques and various multi-media components.To determine SIFE status, we will follow a SIFE Identification Process, which includes an oral interview questionnaire and depending on
their home language, the LENS assessment will be administered. SIFE students would also receive extra individual conferencing and
small group instruction with the ENL teacher and classroom teacher.
b. For ENL students who are identified as a Newcomer, we use the results of the NYSITELL and NYSESLAT to focus on their specific
language acquisition needs. To differentiate instruction for Newcomers, we use visual aids, gestures, and interactive video clips and
websites. If students are literate in their home language, students are provided with individualized glossaries in their home language.They are also provided with a personal word wall.
c. For ENL students who are identified as Developing, we use the results of the NYSESLAT and ELA to target the specific needs of
that student. We also use baseline assessments, MOSL, and pre and post assessments to individualize lessons and small groups for
this group of students.
d. Currently we do not have any ENL students who are identifed as Long Term. However, if a student is identified as a long term ELL
we would provide rigorous instruction by collaborating with the classroom teacher to ensure all scaffolds and modifications are in placed to measure students' strengths and needs in English language development and to serve as a resource to help plan
individual and group instruction.
e. Former ELLs are provided with services up to two years after exiting ELL status. They are given .5 unit per week of integrated
ELA/ENL instruction. They are provided with necessary scaffolds to ensure a smooth transition from their ELL status.

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.

Currently at our school we do not have any students who need to be re-identified. However, if this was to occour at our school we would ensure the student's academic progress has not been adversely affeacted by the re-identification. The principal would review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the
determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student
may have been adversely affected by the determination, the principal must provide additional support services to the student as
needed.

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?

ELL-SWDs are provided with integrated ENL/ELA instruction along with the classroom teacher. Core content is delivered through scaffolded and modified lessons based on Teachers College Reading and Writing Curricula. All teachers are provided with a hard
copy of the TC Units of study along with the anchor books for each unit. Rubrics and assessments are modified to reflect language
acquistion and IEP goals for students. We use the Bilingual Common Core Progressions to adapt our lessons to meet the demands of
the Common Core Learning Standards and make content comprehensible so that all ELL-SWDs can further develop their Language
Aquisition.

Chart

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?

Our school uses curricular, instructional, and scheduling flexability to enable ELL-SWDs to achieve their IEP goals and attain English proficieny within the least restictive environment. ENL providers push-into SWD classrooms to reduce teacher to student ratio to provide individualized support for the SWD students. ENL teacher and Special Education teacher meet to review the students IEP goals and make adaptations to lessons, units, and assessments as needed. Teacher use detailed information from the IEP and other assessments to gather data about their students' strengths and needs in English language development to serve as a resource to help plan individual and small group instruction. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate.

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* ***per week*** *(360 min.)*	***2 units*** *of study* ***per week*** *(360 min.)*	***1 unit*** *of study* ***per week*** *(180 min.)*	***1 unit*** *of study* ***per week*** *(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 ***or*** INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA ***or*** Content Area, ***or*** other approved services*
	360 minutes per week	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
STAFFING/ PERSONNEL	**STAND-ALONE ENL** K-12 Certified ESOL teacher		**INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER** ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications **INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)** A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher *(ELA, Math, Science, or Social Studies)*		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

NYSED.gov

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

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

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

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

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

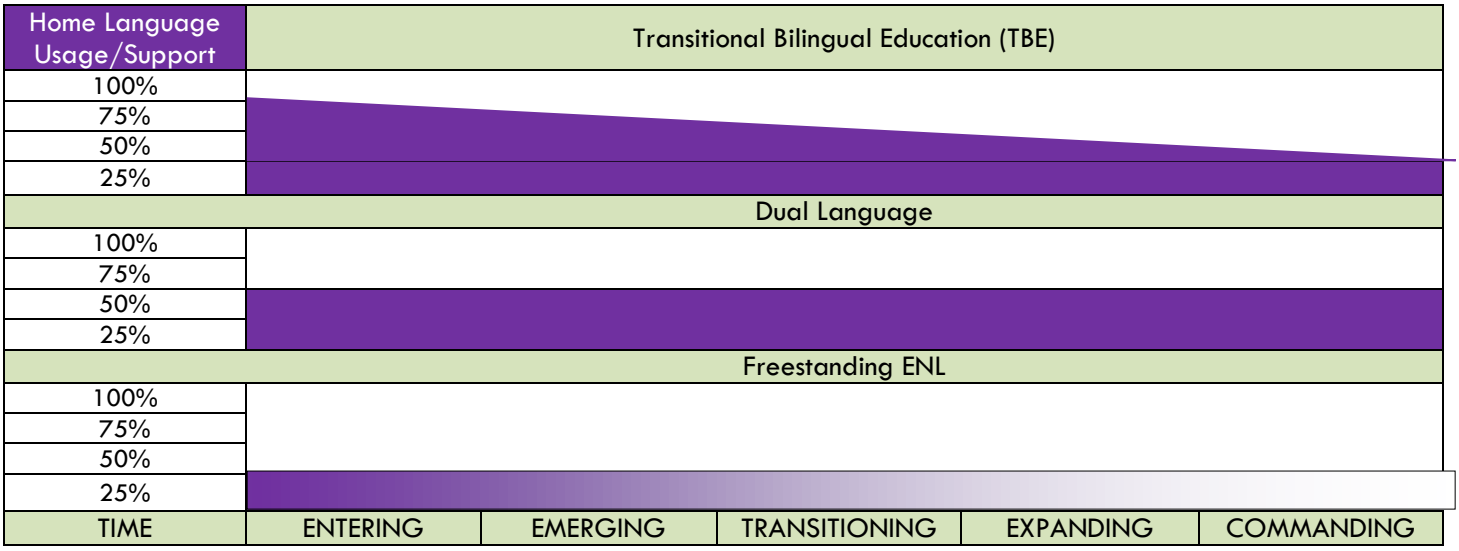
NYSED.gov

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

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
    All ELL subgroups are invited to attend the Afterschool program as a form of intervention. All ELL subgroups are also given equal access to receive AIS interventions in both ELA and Math if students demonstrate a need in that area. These interventions are offered in ELA and in math with home language support through student partnerships, bilingual glossaries, cultural books, and a classroom environment supporting second language acquisition. AIS interventions include Wilson's Fundations and Fountas and Pinnell Level Literacy Intervention Program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    We are currently using Teacher's College Reading and Writing Curriculum in our Freestanding Integrated ENL Program. We found a Balanced Literacy Workshop Model using TC units of study to be effective in both content and language development. The effectiveness of the program and how it is meeting the needs of our ELLs is measured through TC Running Records, pre, and post assessments. Data from the NYSESLAT is also used to measure the effectivness of the current program.
12. What new programs or improvements will be considered for the upcoming school year?
    For the 2015-2016 school year, we will use MoreStarfall as a supplemental program for the ELLs in grades K and 1. As a part of the Title III program, we will extend our program to grade 2, in order to target lower grade ELLs for early intervention for English acquisition.
13. What programs/services for ELLs will be discontinued and why?
    We will discontinue Ready Gen program. The materials were very difficult for the students to grasp and made little progress on their Running Records benchmark data.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Current and former English Language Learners are afforded equal access to all school curriculums, programs, and facilities. The school policy is to provide equity in all instructional and extracurricular activities during and after the normal school day through Universal Design for Learning, UDL, and best teaching practices. Students will use the Imagine Learning computer program during the Title III After School Program. All ELL students are also invited to attened the Saturday Academy and AIS program.
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.
    Instructional materials used to support ELLs in all subgroups include the use of Smart Board technology, Elmos, Lap tops and Mac computers. Classrooms have a SmartBoard which is used interactively by the teacher and students. Litearcy instruction on the SmartBoard often involves the use of the Internet to provide rich, visual supports around various literacy genres in the form of ebooks. Students are able to utilize Mac computers and laptop technology to engage in research based work for content areas to develop literacy skills. Instructional materials also include teacher created charts that are displayed around the classroom and used as instructional tools and points of reference as students work independently. Language materials that are used include DuoLingo app, google translate, Starfall.com, MyOnReader, Endless Reader app, and SMART Exchange.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
    Home Language support is delievered in the Freestanding ENL integrated program through the use of bilingual glossaries and dictionaries, bilingual classroom library books, interactive multilingual word walls, and student partnerships.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
    Our school ensures all required services/ resources support and corresspond to ELLs' ages and grade levels. ENL teachers collaborate with classroom teachers to accommodate the language acquisition needs of the ELL students in that classroom. Materials and resources used in the classroom are carefully selected to ensure that they are grade and age appropriate based on the ELL student's language proficiency level.
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).
    Prior to the school year, ENL teachers reach out to families via telephone to introduce themselves and set up ENL Parent Orientation for new families and invite parents to come to school to become acquainted with the ENL staff and school procedures. Throughout the school year, ENL teachers continue to make outreach to parents of ELLs to discuss the student's progress during Parent Engagement time. The ENL teachers conduct ongoing Parent Orientations as needed for newly enrolled ELLs throughout the school year. The Parent Coordinator also holds various parent workshops throughout the year for all parents.
19. What language electives are offered to ELLs?
    No language electives are offered to ELLs at this time.
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.)

Professional development will be provided during Monday Professional Learning time and Professional Activity periods. Teachers of ENL students will attend off site professional development by Columbia Teachers College facilitators. In addition, ENL pull out teachers and classrrom teachers with ELL students will continue to attend professional development offered by the Department of Education's Office of English Language Learners and Boro Support Staff. Assistant Principals will continue to attend workshops pertaining to ELL policies, procedures, and best instructional practices to turn key pertinent information on ELLs to all instructional staff.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is offered to teachers of ELLs through Teachers College Staff Development days. The TC Staff Developer works with the ENL and classroom teachers to help support ELLs engage in the Commmon Core Learning Standards in each unit of study. Teachers of ENL students will also attend off site Professional development by Columbia Teachers College facilitators. In addition, ENL pull out teachers and classrrom ELL teachers will continue to attend professional development offered by the Department of Education's Office of English Language Learners and Boro Support Staff.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our Guidance Counselor and Administration assists in ensuring that our graduates make a smooth transition from Elementary to Middle School. Our Guidance Counselor attends Professional Development workshops that provide critical information regarding support for students during that phase. Our Guidance Counselor, Administration and classroom teachers, accompany our prospective graduates on tours at the zoned middle school to assist them in completing middle school applications and provide support for parents during middle school choice process.

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.

Our school meets the professional development requirements as per CR Part 154.2 by providing various professional development activites through webinars, workshops, inter-school visitations. All teachers participate in professional development offered by Teachers College Reading and Writing Project, the Department of Education's Office of English Language Learners and Boro Support Staff. Agendas, sign in sheets and minutes are stored in binders as a part of our school's Professional Development Plan.

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?

   Parents at P.S. 117 play an integral part in the academic and social growth of students. The parents and families of our ELL students at our school are invited to and attend school functions such as Parent-Teacher Association meetings, parent workshops on literacy, mathematics, Common Core Learning Standards, and NYS testing. Our ENL teachers also schedule appointments during Parent Engagment time to discuss language development progress and needs across all content areas. If interpretation is needed, there are qualified staff memembers who assist during the meeting. Translated documents are provided in various home languages for parents. Our Parent Coordinator also holds parent workshops on a montlhy basis which are designed to provide parents with information to support their children at home. Workshops have also been organized by our school Guidance Counselor. Guidance Counselor led workshops include, Middle School Choice, Parenting Skills and Homework Help. Workshops for ELL parents will take place in the mornings and evenings to accommodate schedules.

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 ENL teachers keep a log of all outreach attempts to all parents in a binder in the ENL Coordinator's room. Records for annual individual meetings, such as, sign-in sheets, agendas, invitations, staff members present at the orientation, and languages used other than English are also kept in a binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   During Open Houses and PTA meetings, teachers are directly accessible to parents. Our monthly "Coffee and Conversations with the Principal" allows parents to ask clarifying questions and offer input to administrators on school issues and concerns. As a school, we distribute a Home-School Connection and Stay Connected newsletter to parents in order to communicate the monthly Reading, Writing, Math, Social Studies and Science curriculum being taught in class along with school wide updates. We also send home a monthly calendar indicating the date/time of parent workshops and school related events.

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

   There are currently no partnerships with other agencies or CBOs at this time. However, we do suggest to parents and offer information on workshops held by the district and Department of Education workshops for ELL parents.

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

   Our Parent Coordinator, School Administration, and ENL teachers evaluate parent needs through their responses on surveys and post-workshop evaluations. In addition to surveys and post-workshop evaluations, parents are also active members of the School Leadership Team, SLT, where parents act as representatives of the P.S. 117 parent body. Our Parent Coordinator also regularly communicates with parents through phone calls and written correspondence. School correspondence with parents is sent in their home language. Our Parent Coordinator works closely with the classroom teachers and evaluates parent feedback. Parents also participate in Parent-Teacher conferences and Holiday Event evenings. Translators are provided for parents, when necessary, by staff members who speak their language.

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

   We ask the parents to fill out surveys after workshops to ensure all needs of the parents are being met. We analyize the surveys and suggestions to continuously create parental involvement activities that address parents' needs and interests.

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.

PS 117 has three ENL teachers that provided integrated ENL/ELA instruction along with the classroom teacher. Our school has a Freestanding ENL Program. In our ENL program, core content is delivered through scaffolded and modified lessons based on Teachers College Reading and Writing Curricula. We use the Bilingual Common Core Progressions to adapt our lessons to meet the demands of the Common Core Learning Standards and make content comprehensible so that all ELLs can further develop their Language Aquisition. ENL instruction is delivered through various collaborative teaching methods. English is used as our primary language of instruction. However, home language support is provided through various tools and methods. Students who are able to read in their first language are given dual language books to facilitate a smooth transition to English. Instructional materials include the use of Smart Board technology, Elmos, Laptops, Mac computers, and iPads. Classrooms have a SmartBoard which is used interactively by the teacher and students. Literacy instruction on the SmartBoard often involves the use of the Internet to provide rich, visual supports around various literacy genres in the form of ebooks. Students are able to utilize Mac computers, iPads, and laptop technology to engage in research

based work for content areas. Instructional materials also include teacher created charts that are displayed around the classroom and used as instructional tools and points of reference as students work independently.

School Name: _		**School DBN:** _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 28 **School Name: Joyce Keld Briarwood School 117**
Superintendent: M. Sarduy

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.learndoe.org/tiu/lac**) by the Translation and Interpretation Unit**
- ☐ **The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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

Data used to assess languge preferences of the parent community are as follows: The Home Language Surverys are used to as a written form as evidence of the parents perferred form of communication. The final two questions on the back of the HLIS determine how parents prefer to contacted with school staff and how they would like to receive written information from the school. We also refer to various ATS reports such as the RPOB to ensure all documents are sent in the correct language.

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.

This is a list of the preferred languages of both written and oral communication in our school community:
Arabic
Bengali
Russian
Urdu
Chinese
Punjabi
Spanish
Uzbeki

Part B: Creating a Communications Calendar

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

   Annual handbook, parent month newsletters, parent- teacher conference announcements, after- school program information, New York State testing dates are provided to parents in their preferred languages. The annual handbook is distributed at the beginning of the school year as well as the New York State testing dates. The parent newsletters are sent out month in a translated version. The newsletter contains pertinent information regarding grade specific curriculum for the month. The parents are provided with strategies and tools that can be utilized at home to help their child. The after-school program information is sent out prior to the program start date.

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.

   Formal face- to -face meeting conducted throughout the school year are as follows: Open school night which usually occurs in September. Parent teacher conferences are another face-to-face meeting which is usually held during November and March. We also invite parents in during May for student lead conferences. Parents of newly enrolled ENL students are also invited for parent orientation at various times throughout the school year. The attendance administrator engages in outreach to parents and guardians when students have an excessive amount of absences. The guidance counselor also has informal interactions with parents throughout the school year if necessary.

Part C: Providing Language Assistance Services

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

   To provide translated documents to parents who require language assistance services, P.S. 117 is prepared to translate documents through the use of the Department of Education's Translation and Interpretation Unit. In addition to using the Department of Education's Translation and Interpretation Unit, school staff members translate when necessary. In the event that the Department of Education's Translation and Interpretation Unit or staff members are unable to translate, P.S. 117 provides parents

with an alternative for translation in the form of an English document that will outline how a parent can request free translation or interpretation of documents.

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

We offer over the phone interpreters if the language is not spoken by any staff members in the building. However, we also have available on-site interpreters provided by in house school staff.

Part D: Training Staff on Policies and Procedures

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

The school ensures that all staff members are aware of how to use translation services and over the phone service during our back to school staff meeting. A letter is also provided during back to school night to the teachers. The same letter is also displayed in the main office for visitors to be made aware of. The T&I Brochure, Language ID Guide, and Language Palm Card are also visibly displayed in the main office for parents and staff members to utilize.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in Spanish, Arabic, Bengali, Urdu, Haitian Creole, Uzbek, Chinese, and Russian for school newsletters and notices, Parent Coordinator newsletters, and notification of special events occurring in the school community. To ensure oral translations are provided to parents, staff members and volunteer parents will be present during student registration and admission, ENL parent orientation workshops and meetings with school building administrators

Part F: Monitoring and Quality Control

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

Our school gathers feedback from parents on the quality and availability of services through direct contact with an administrator, parent coordinator, or other school staff members.