

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

<b>DBN: (<i>i.e.</i> 01M001):</b>	<b>30Q122</b>
<b>School Name:</b>	<b>P.S. 122 MAMIE FAY</b>
<b>Principal:</b>	<b>PAMELA SABEL</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS/MS 122 MAMIE FAY School Number (DBN): 30Q122  
Grades Served: PreK-8  
School Address: 21-21 Ditmars Blvd. Astoria, NY 11105  
Phone Number: 718-721-6410 Fax: 718-726-0016  
School Contact Person: Pamela Sabel Email Address: [psabel@schools.nyc.gov](mailto:psabel@schools.nyc.gov)  
Principal: Pamela Sabel  
UFT Chapter Leader: Noelia Nunez  
Claudia Voyiatzis, Co-President  
Parents' Association President: Mary Geraghty, Co-President  
SLT Chairperson: Sabrina Schultz  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Danielle Healy  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 30 Superintendent: Dr. Philip A. Composto  
Community Superintendent – District 30  
28-11 Queens Plaza North - 5<sup>th</sup> Floor  
Superintendent's Office Address: Long Island City, NY 11101  
Superintendent's Email Address: [PCompos@schools.nyc.gov](mailto:PCompos@schools.nyc.gov)  
Phone Number: 718-391-8323 Fax: 718-391-6147

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101  
Director's Email Address: [LPender@schools.nyc.gov](mailto:LPender@schools.nyc.gov)  
Phone Number: 718-391-8222 Fax: 718-391-8222

## 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)
Pamela Sabel	*Principal or Designee	
Noelia Nunez	*UFT Chapter Leader or Designee	
Claudia Voyiatzis	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Danielle Healy	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anna Aprea	Member/ Staff	
Alba Carlucci	Member/ Staff	
Sabrina Schultz	Member/ Staff	
Bonnie Price	Member/ Staff	
Larissa Marchesi	Member/Staff	
Georgette Hernandez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rebecca Alvarez	Member/ Parent	
Eleni Graciano	Member/ Parent	
Deborah Alexander	Member/ Parent	
Rosalie Malone	Member/ Parent	
	Member/	
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. PS 122 Mamie Fay is located in a culturally diverse residential section of Astoria, Queens. We are a community school serving the needs of general education and gifted students, English language learners, and students with special needs in grades PreK–5. PS 122's Academy for Intellectually Gifted and Talented students in grades K-8 features a rigorous and enriched curriculum with accelerated academic courses of study in Common Core Algebra, Living Environment Regents, and Foreign Language (Spanish). Our program of curricular subjects is aligned to Common Core and establishes a strong foundation of knowledge through challenging and stimulating activities to enhance student engagement and learning. Our standards-based science program is designed to use inquiry and discovery in an interdisciplinary curriculum. Technology is used throughout as a tool for building and analyzing a deep content base, and applying it in innovative ways. Recognizing the arts as an integral component in student achievement, our arts programs include vocal and instrumental music, visual arts, and dance courses. PS 122 has earned national recognition for high student achievement through their creative and academic endeavors in various areas, such as Project Citizen, original writings and project oriented competitions. We value our partnerships with supportive organizations, such as Teachers College, American Ballroom Theater, Noguchi Sculpture Park, Lincoln Center, Queens Symphony Orchestra, Magic Box Productions, and Sports & Arts in Schools Foundation. We have met Adequate Yearly Progress (AYP) in all measured areas and earned special recognition for High School Preparatory Courses. As a dedicated school community of school leaders, talented teachers and staff, and hard-working, involved parents, we are committed to providing high-quality learning experiences aligned to Common Core in a supportive and nurturing environment. In this way we can prepare all students for success in a changing world and help them set goals to maximize their potential.

Mission Statement – Our collaborative school community will provide excellent, standards-driven curricula to all students. Students will achieve their full scholastic and social potential to become creative and critically-thinking life-long learners and productive global citizens.

2. Students with disabilities is a population that needs our focus for improved student learning. Analysis of the data reveals the number of students with an Individualized Education Program (IEP), especially in self-contained classes, who performed at levels 3 and 4 on NYS exams in ELA and math scored far below outcomes for other student sub-groups.

3. This year we have made a great deal of progress in the The Six Elements of the Framework for Great Schools. We have made progress in Rigorous Instruction as evidenced by 90% positive responses on the NYC School Survey 2014-2015 Report. Our students achieved 69.7% at Levels 3 and 4 on the 2014-2015 NYS English Language Arts exam and achieved 72.5% at Levels 3 and 4 on the 2014-2015 NYS Mathematics exam. All 8th grade students were given the opportunity to take Regents coursework in Algebra 1, Living Environment, and New York City Second Language Proficiency (SLP) exam. All students who took these exams earned passing scores. Our school received a 91% positive response rating in Supportive Environment and 92% positive response rating on the NYC School Survey 2014-2015 Report. Scores in pertinent survey questions by parents, teachers and students increased from 2014 to 2015. Professional Collaborations increased as teacher teams continued their practice using an inquiry approach to promote shared leadership and focus on improved student learning. Many of our teachers have participated in professional development in reading, writing, math, and addressing behavioral issues that interfere with learning. They have taken a leadership role in bringing that knowledge to colleagues in content areas and strategies for increased student achievement for all, including general education, gifted, English Language Learners (ELLs) and students with disabilities.

A key area of focus for this school year is to support teachers and teacher teams to refine Rigorous Instruction, improve alignment of assessments to curricula, use on-going assessment and grading practices to analyze information on student learning outcomes. In this way we can adjust instructional decisions and practices at the team and classroom levels. This is particularly important in supporting increased student learning for all students, especially for our students with disabilities and English Language Learners.

### 30Q122 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1371	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	10	# Music	10	# Drama
# Foreign Language	10	# Dance	7	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	2.4%	% Attendance Rate		95.1%
% Free Lunch	51.2%	% Reduced Lunch		10.0%
% Limited English Proficient	4.9%	% Students with Disabilities		11.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		5.9%
% Hispanic or Latino	23.2%	% Asian or Native Hawaiian/Pacific Islander		31.8%
% White	36.6%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	71.0%	Mathematics Performance at levels 3 & 4		74.2%
Science Performance at levels 3 & 4 (4th Grade)	91.3%	Science Performance at levels 3 & 4 (8th Grade)		100.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
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		N/A
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	YES	Multi-Racial		YES
Students with Disabilities	YES	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.

A review of the data in the 2014 NYS Mathematics exam indicates that the percentages of students at levels 3 and 4 was 74.2% school wide. However, the Math Median Adjusted Growth Percentile was 59.0 indicating a need to increase progress for students scoring at levels 3 and 4. On the 2015 NYS Mathematics exam, the percentages of students at level 3 or r was 72.5%. Students in grade 8 did not take the NYS state Mathematics exam either year since they took the Common Core Algebra exam instead. Deeper analysis of multiple data sources, including student work products, periodic assessments, and math unit tests indicates a need to provide rigorous instruction and activities to challenge students at or above state standards.

### 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, 75% of the students performing at levels 3 and 4 will demonstrate continued growth in state standards as measured by a 2% increase on the scaled scores on the 2016 NYS Math assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Research-based math curriculum in Go Math for K-7 and Algebra for Grade 8 includes differentiated activities for re-teach and acceleration.</p> <p>Collaborative grade level planning sessions and inquiry teams will meet weekly to develop benchmark levels of proficiency, analyze data to identify student progress, patterns and trends in math.</p> <p>Inquiry teams will analyze formative data and student portfolios for target student populations to monitor progress at least quarterly (September, November, January, April), recommend instructional strategies for appropriately challenging tasks around differentiated instruction in problem-solving, deep conceptual understanding, application of understandings in new situations.</p> <p>Inter-visitations will provide opportunities to share best practices.</p> <p>Differentiated professional development, such as mentoring, observations, walk-throughs, participation in workshops, conferences, webinars, and study groups, will be provided to strengthen pedagogy, conceptual understanding, and the use of technology to improve student learning.</p> <p>Students will be encouraged and supported to participate in school-based, national and international contests and affiliations.</p>	<p>Students will use Go Math and Algebra.</p> <p>Teachers will work in teams for inquiry and instructional planning</p>	<p>September 2015-June 2016</p>	<p>Teachers, building leaders</p>
<p>Students with disabilities, ELLs and former ELLs will be given the opportunities for re-teaching in small groups, peer-tutoring, and one-on-one tutoring during class time, after school, and enrichment period weekly.</p>	<p>Students will participate</p>	<p>September 2015-June 2016</p>	<p>Teachers, school leaders</p>

Parent outreach will provide increased home-school partnerships to improve student achievement.  Parent workshops will be provided to support parent understanding of Common Core math standards and suggestions to help their children.	Parent Coordinator, teachers, school leaders will provide family support	September 2015-June 2016	School leaders, Parent Coordinator, teachers
Students will be given the opportunity to participate in an afterschool program sponsored by the Mayor's Middle School Initiative grant to Sports and Arts in Schools Foundation for enrichment in various content and talent areas, including math.	Students in grades 6-8	September 2015-June 2016	School leaders, Educational Liaison in collaboration with CBO site director

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School leaders, classroom teachers, math teachers will participate in instructional teams. Resources include NYC Doe and District 30 support staff. Teachers will use Go Math with an accelerated edition for Grade 7 and Algebra as well as web-based sites and supplementary resources. Classroom teachers and school leaders will participate in inquiry teams, supported by District 30 staff. Classroom teachers and content specialists will participate in inter-visitations. Professional development will be provided by school staff, NYC DOE and District 30 support staff, affiliations through university and other partnerships. Teachers will provide support for enrichment activities through clubs and Mayor's Middle School Initiative grant to Sports and Arts in School Foundation. Parent outreach will be supported by school leaders, Parent Coordinator, teachers. Professional development will be provided during Mondays extended days and Tuesdays professional work time. The program schedule includes a weekly collaborative planning period during the day for all teachers. The middle school schedule include on period weekly for club, including opportunity for advanced math activities.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers and teacher teams meet weekly to monitor progress for continuous improvement planning. As a mid-point benchmark, 80% of students achieving performance levels 3 and 4 will show an improvement of at least 5 points on the February 2016 on Go Math Units of Study assessments when compared to September 2015 Go Math Units of Study assessments..
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

A review of the data of the NYS ELA exam indicates students with disabilities in grades 3-5 scored at levels 1 and 2 in greater numbers than other sub-groups. A review of item skills analysis, Periodic Assessment and student work products indicates a need for students to develop writing skills to improve English language understanding. Teacher teams engaged in inquiry identified a need for a more rigorous, structured writing program to improve writing skills.

**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, 75% of students with disabilities in grades 3-5 will demonstrate one level growth in the use of text-based evidence in informational writing as measured by the research-based Measures of Student Learning (MOSL) rubrics of the end-of-year MOSL assessments in ELA

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The school will adopt a research-based writing program using Teachers College Units of Study. The Principal will participate in on-going professional development through the Teachers College Principals as Curricular Leaders program. Lead</p>	<p>School leaders, teachers</p>	<p>May 2015- June 2016</p>	<p>Principal, school leaders</p>

teachers will attend professional development sessions at Teachers College.			
Teacher teams will meet weekly to assess student writing and set instructional goals. Teams will meet to norm student work products and align expectations across the grade and vertically from one grade to another.	Teachers	September 2015-June 2016	School leaders, team leaders
. Teams will meet for inquiry for instructional planning based on success in student progress. Interventions include Foundations, Wilson, Fountas & Pinnell Leveled Intervention System kits.	Teachers, students	September 2015-June 2016	Teachers
Parent outreach will increase family engagement to provide understanding of learning goals and suggestions for parent support for their children. Parent workshops will be provided to strengthen parents' understanding of learning goals toward improved student writing. Family events will be planned to engage parents to participate together with their children to improve English language skills in reading and writing for a variety of purposes.	Families, teachers, school leaders, Parent Coordinator	September 2015-June 2016	School leaders, Parent Coordinator

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Principal and lead teachers will participate in Teachers College Principals as Curricular Leaders program. Teachers will use Teacher College Units of Study in Writing, Foundations, Wilson, Fountas & Pinnell Leveled Intervention System kits are supplementary instructional materials in addition to ReadyGen. Classroom teachers, special educators, service providers (SETSS, Speech teachers, Occupational Therapist, etc.) will meet in teacher teams for inquiry and instructional planning. Parent Coordinator and building leaders will facilitate family workshops and family activities. Professional development will be provided during Mondays extended days and Tuesday professional work extended days as well as weekly collaborative planning sessions during the school day.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will monitor student progress on a weekly basis as evidenced by student writing pieces to indicate progress toward meeting specific goals. As mid-point benchmark, 75% of students with disabilities in grades 3-5 will demonstrate progress of at least two levels on the Learning Progression for Information Writing in Teachers College Units of Study Framework of key writing skills. Students will demonstrate progress in at least three individual traits of standards-based writing skills.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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

A review of multiple sources of data on student performance trends, including NYS ELA exams, Periodic Assessments, student work products, indicates there is a need for greater collaboration in teacher teams to analyze student work for inquiry and instructional planning. Teacher teams logs and feedback to school leaders evidence when teams work collaboratively to focus specific strategies and use inquiry to determine success or a need to adjust strategies. Trends indicate similar needs and successes occur across classes on a grade and also vertically from grade to grade. Across the school there is a need to improve student reading comprehension through higher-order thinking skills and deeper questioning. When teams work together to plan for students at multiple entry levels, all students improve comprehension, including students performing at levels 1 and 2.

### Part 2 – Annual Goal

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

By June 2016, 75% of the students performing at levels 1 and 2 will demonstrate progress towards achieving state standards as measured by a 3% increase on the scaled scores on the 2016 NYS English Language Arts exam .

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>ReadyGen, supplemented by Foundations, Wilson, Fountas &amp; Pinnell Literacy Intervention System kits, Great Leaps, Leapfrog are research-based programs. Teachers College Units of Study in writing will be added this year. Professional development will be provided through Teachers College Principals as Curricular Leaders for the principal, school leaders, teachers and paraprofessionals</p>	<p>Students performing at levels 1 and 2, teachers, principal, school leaders, teachers, paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Principal, school leaders</p>
<p>Support will be provided for students with disabilities, English language learners, and high-needs students by teachers, paraprofessionals, SETSS, guidance counselors. Research-based programs such as Wilson, Fountas &amp; Pinnell Literacy Intervention System, web-based sites, etc. will be used for differentiated instruction. Afterschool programs will be offered, as will “at risk” services by Speech teachers and special educators.</p>	<p>Students performing at levels 1 and 2</p>	<p>September 2015 – June 2016</p>	<p>School leaders</p>
<p>Parent outreach will be provided to support families in assisting their children. Parent workshops and interactive family events will be planned to increase family engagement in support of literacy and student progress, and English language acquisition for parents.</p>	<p>Parents and families</p>	<p>September 2015-June 2016</p>	<p>School leaders, Parent Coordinator</p>
<p>Tuesday family engagement session will increase opportunities for teacher-family communication to promote increased student learning.</p>	<p>Teachers and families</p>	<p>September 2015-June 2016</p>	<p>School leaders</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Principal and school leaders will facilitate professional development, family workshops and activities. Teachers and paraprofessionals will provide differentiated instruction. English as Second Language Coordinator and special educators, Special Education Teacher Support Services (SETSS) providers will collaborate for inquiry and instructional planning during extended days and during collaborative planning periods during the day. After school programs will provide support. School leaders, teachers, Parent Coordinator, and social worker will facilitate family workshops</p>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Teachers will monitor student progress weekly through conferencing and teacher observation of student reading comprehension. Running records administered at least quarterly (September, November, January, April, June will indicate progress toward meeting the goal. As mid-point benchmark, 75% of students performing at levels 1 and 2 in grades K-5 will show an increase of at least two reading levels on the Teachers College Reading and Writing Project Running Records rubric.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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**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**

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

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Student performance at levels 1 or 2 on NYS ELA exams in grades 3-8, low scores based on fall Periodic Assessment, teacher observations, student writing based on units of study	Guided reading, repeated readings, interactive writings, differentiated instruction, ReadyGen for re-teaching, Wilson, Foundations Double Dose, Great Leaps, Leapfrog	Small groups, one-to-one tutoring	During the school day, after school
<b>Mathematics</b>	Student performance at levels 1 or 2 on NYS Math exams in grades 3-8, low scores based on fall Periodic Assessment, teacher observations, GoMath units of study	Go Math modifications and reteach, manipulative materials, games, problem-solving strategies	Small groups, one-to-one tutoring	During the school day, after school
<b>Science</b>	Student performance at levels 1 or 2 on NYS Science exams, teacher observations, unit tests	Differentiated instruction (FOSS), repeated readings, hands-on investigations	Small groups, one-to-one tutoring	During the school day, after school
<b>Social Studies</b>	Student performance at low levels based on teacher observations, unit tests	Differentiated instruction, repeated instruction	Small groups, one-to-one tutoring	During the school day, after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Frequent absences or lateness, behaviors that interfere with learning, generalized low performance in academic areas according to State standards	Counseling sessions by guidance counselor, school psychologist, social worker, Substance Abuse Prevention and Intervention Specialist (SAPIS) worker, parent outreach, coordination of	Small groups, one-to-one tutoring or counseling	During the school day

		<p>support service agencies. At-risk health related services conduct speech and hearing screenings. Provide phonological awareness, auditory processing activities to facilitate comprehension, articulation therapy to improve speech production of deviant speech, receptive and expressive language processing lessons to develop communication skills and improve comprehension of incoming information in oral and written work, and fluency therapy. Special educators provide at-risk intervention in content areas as well as Wilson.</p>		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We use our relationships with Teachers College, St. John's University, Queens College, City University, Hofstra University to recruit Highly Qualified teachers for teachers of General Education, Special Education, English Language Learners, Gifted, and teachers in early childhood, elementary, middle school and secondary school content areas. When there is a need to fill a position, we review documentation through resources such as New Teacher Finder and Open Market to seek out candidates who have credentials indicating they are Highly Qualified for and interview and a demonstration lesson. The content specialists and teachers who have demonstrated effectiveness in advancing student learning model instructional practices, mentor and coach new teachers and those who need support to improve pedagogy. We provide differentiated professional development provided by NYC DOE, District 30, Teachers College, Hunter College, Teachers and Writers Collaborative, Little Orchestra Society, and other affiliated organizations, as well as webinars, and in-house training. The faculty and staff use the extended day on Mondays and during part of the extended day on Tuesdays for professional development activities. We assign staff according to license, experience, college coursework, demonstrated effectiveness in advancing student learning, and other credentials to ensure staff is highly qualified.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The professional development team meets at least quarterly to plan high quality professional development for all staff including teachers, principals, paraprofessionals, and staff. Teacher feedback is factored into the decisions to provide differentiated professional development opportunities based on ADVANCE data, student performance on State and local assessments, teachers' requests and goals, an increase in the use of technology as an instructional resource, and social-emotional development and PreK curricular needs. Paraprofessionals are included in PD sessions as appropriate with customized PD in SESIS, student support, behavior management, etc. School leaders participate in NYC DOE and District trainings throughout the year. Highly Effective teachers provide support through inter-visitations and mentoring in the building and in collaboration with neighboring schools. Our school will provide ongoing PD through Principal's Leadership Program with Teachers College in writing. Monday and Tuesday extended days allow for differentiated PD in such activities as Book Clubs, Inquiry, Socratic Seminar, interactive writing, developing higher order thinking, myON, project-based learning, etc.</p>

### Part 3: TA Schools Only

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

**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).
Not Applicable

**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.).
Not Applicable

**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.
Not Applicable

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>			
<b>Program Name</b>	<b>Fund Source</b> (i.e. Federal, State or Local)	<b>Funding Amount</b> Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**1Explanation/Background:**

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

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

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

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

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

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

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 122 Mamie Fay**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 122 Mamie Fay 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

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

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

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

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

**PS 122 Mamie Fay**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

## **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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

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

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

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 122</u>	DBN: <u>30Q122</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers: <u>6</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

The Newcomers Program, grades 1-5, will be comprised of twenty (20) sessions during the months of December, January, and February 2014-15, from 2:35 p.m. to 3:35 p.m., approximately 2 days per week. The ESL teacher who will teach this class holds certifications in both common branch and ESL. The teacher will use ESL methodology, including native language support, to teach newcomers the foundations of the English language, as well as provide a differentiated instruction program based on the needs of the students attending the program. The overall focus for these students will be to learn English letters and phonemes, engage in English conversation, practice listening skills, practice reading skills, introduce grammar skills, and increase English vocabulary in a stress-free environment. Cornerstone Newcomer consumable worktexts, Pearson Newcomer Lang central consumable worktexts and Practice Books, ReadyGen Phonics K level, Wilson Foundations, Words Their Way for ELLs word study program, Just Right Reading supplemental books, and the ESL Rigby Guided Reading Program will be used to supplement & differentiate learning in this after-school program. In addition, teacher created materials, Bilingual literature, Bilingual glossaries, picture dictionaries, and photographic learning cards will be used by the students to augment learning. Lessons are planned to include ESL Standards as well as Common Core State Standards (CCSS). An administrator will be available to supervise all programming at no cost to Title III.

P.S. 122 Title III program will also provide all English Language Learners with supplemental instruction during after-school hours for students in Grades 1-6. The After-school ESL Language Enrichment Program will be comprised of approximately 18 sessions, operating from December 2014 until February 2015, from 2:35 p.m. to 3:35 p.m., approximately 2 days a week. Group size will be maintained at no more than 15 students per teacher. There will be a total of five (5) ESL classes - two (2) 1st grade classes, one (1) 2nd and 3rd grade class, one (1) 3rd and 4th grade class, and one (1) 5th and 6th grade class. Five (5) dually certified ESL and common branch teachers will provide supplemental instruction in alignment with the ESL Standards and CCSS.

After-school instruction for Grades 1-6 will focus on improving the four language modalities: listening, speaking, reading, and writing based on students' NYSESLAT scores and ELA scores. Just Right Reading (Levels A-E) and Keep on Reading Comprehension Across the Curriculum (Levels C-F) consumable worktexts, Ready New York CCLS ELA Instruction (Levels 3-6), Oxford Picture Dictionary for the Content Areas, photographic learning cards, Bilingual literature and dictionaries will be used to supplement and differentiate learning in this after-school program. This additional support will also help students in the testing grades to achieve higher scores on the ELA, NYSESLAT, and NYS Science examinations. An administrator will be available to supervise all programming at no cost to Title III.

In the spring of 2015, we will provide four (5) after-school classes – (1) Grade 1 class, one (1) Grades 1 and 2 class, one (1) Grade 3 class, one (1) Grade 4 class, and one (1) Grades 5 and 6 class of ELL students for a series of 4 sessions at 1.25 hours for NYSESLAT preparation. Group size will be maintained at no more than 15 students per teacher. Students will learn testing strategies by dually certified ESL and common branch teachers to improve listening, reading, writing, and speaking skills. Supplementary materials, including Continental Press NYSESLAT preparation texts, NYSESLAT prep booklets, and photographic learning cards will be used to enhance language acquisition and augment English language instruction.

### Part C: Professional Development

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

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

Begin description here: \_

The goal of our school is to ensure that all general education teachers and ELL teaching staff are trained in dealing with English language Learners in all phases of language acquisition. This training will be fulfilled by attending in-house PDs and workshops offered by the DOE and Teachers College in order to be in compliance with the State Department of Education. Teachers attending these workshops will be at no cost to Title III. These PD opportunities will focus on improving differentiation of instruction both during the school day and during the ESL Afterschool Enrichment Program.

P.S. 122 Title III Professional Development will focus on providing new teachers with ESL training, helping to prepare former ELLs who have made the transition into a general education classroom, as well as ESL teachers who need to help ELLs meet and exceed CCSS. One objective in having our teachers attend Professional Development sessions is to help ELLs and former ELLs achieve grade level scores on all city and state assessments. This training was started approximately 12 years ago. Professional Development sessions recommended to our teachers include, but are not limited to, the following areas: RTI for ELLs, using data to guide instruction, scaffolding content area subjects, adapting content area instruction through best teaching practices for ELLs.

In house Professional Development will focus on providing PD to our ESL teaching staff in the use of data to inform instruction, specifically MOSL assessment results, NYS ELA, Math and Science scores, ATS Reports (RNMR and RLAT), and item skills analysis, scaffolding content area subjects, and adapting content area through best teaching practices for ELLs. This is at no cost to our Title III program.

In the Spring of 2015, three (3) certified ESL teachers, including the ESL Coordinator and facilitator, will participate in after-school Professional Development. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for ELL students in the following academic school year. Title III funds will be utilized to pay the three participating ESL teachers to attend four (4) 2-hour sessions of after school PD to support the program.

### 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: \_

In the spring of 2015, there will be two (2) Family Nights, dedicated to literacy and mathematics parental support. Two (2) certified teachers will facilitate learning games and activities to guide families to practice literacy and mathematics skills and concepts to support their children. The only cost to Title III will be the services provided by two (2) ESL certified teachers. Other working pedagogues and all other costs related to these activities will not be charged to Title III. The parent coordinator will also assist in accommodating any parental needs at no cost to Title III. Parent workshops will be facilitated by ESL/Bilingual Coordinator, Parent Coordinator, Math and Literacy coaches, and/or administrators. In addition, parents will be invited to attend a workshop dedicated exclusively to understanding the NYSESLAT in spring 2015. The workshop will be lead by a certified ESL teacher/coordinator at no cost to

## Part D: Parental Engagement Activities

Title III.

The workshops will address the following:

1. Parents will be coached in how to use math strategies in problem solving.
2. Parents will become familiar with the ESL learning standards and NYSESLAT to help their children prepare for the NYSESLAT.
3. Parents will become familiar with the English Language Arts CCLS.
4. A series of fifteen (15) English as a Second Language classes will be offered to parents.

To ensure our success, we work collaboratively with our ESL parents. We provide them with classes to help them become English proficient. In the spring of 2015, PS 122 Title III program will provide a series of fifteen (15) adult ESL classes. Side By Side Texts and Workbooks (Levels 1-2) and teacher made materials will be used to supplement learning in this after-school program for parents. Two (2) certified ESL teachers on our staff will lead the classes. Parents will learn beginner and intermediate levels of English vocabulary, grammar, and conversation. An administrator will be available to supervise all programming at no cost to Title III.

Also, many parent workshops that are presented during the weekday at the school will be at no cost to Title III. An administrator will be available to supervise all programming. The parent coordinator will also assist in accommodating any parental needs.

We also intend to provide interpreting services for Family Nights and various curriculum workshops given throughout the year. PS 122 also uses these opportunities to inform the parents of how to become involved in their child's education. We firmly believe that by working together in partnership we can elevate the level of each child's achievement.

Additionally, at P.S. 122, we plan to provide translation of critical documents, major announcements of meetings (e.g. Parent Teacher Conferences), after-school programs, parent workshops, and parental options concerning their child. By sending these parents translated documents, we hope to enable all parents to be informed participants, as well as active in all aspects of our school community. Translation services will be provided by in-house staff when feasible or the NYCDOE Translation and Interpreting Unit.

PS 122 will evaluate the needs of the parents through outreach in parent meetings, conferences, workshops and school activities with translation services available. The Parent Coordinator provides welcoming opportunities to encourage parent participation schoolwide.

## Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>9298</u>	<ul style="list-style-type: none"> <li>• <u>Newcomers Program (20 sessions x 1 hr. x 1 teacher @ \$51.51= \$1030.2)</u></li> <li>• <u>After-School Language Enrichment (18 sessions x 1 hr. x 5 teachers @ \$51.51= 4635.9)</u></li> <li>• <u>After-School NYSESLAT Preparation (4 sessions x 1.25 hrs. x 5 teachers @ \$51.51=\$1,287.75)</u></li> <li>• <u>ESL Class for Adults (15 sessions x 1.25 hrs. x 2 teacher @ \$51.51= 1931.63)</u></li> <li>• <u>Parent Workshop Literacy/Math (2</u></li> </ul>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>sessions x 2 hrs. x 2 teachers @ \$51.51= 412.08)</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>666</u>	<u>General Supplies/Books for afterschool programs: Cornerstone Newcomer consumable worktexts, Pearson Newcomer Lang central consumable worktexts and Practice Book, ReadyGen Phonics K level, Just Right Reading (Levels A-E) and Keep on Reading (Levels C-F) consumable worktexts, Ready NY CCLS (Grades 3-6) Continental Press NYSESLAT preparation texts, Side By Side text and workbook (Levels 1 and 2), Bilingual books, photographic learning cards, general instructional supplies such as chart paper, crayons, markers, binders, notebooks, folders and storage containers to support the Afterschool ESL Language Enrichment and Newcomers Program.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>1236</u>	<u>Three (3) certified ESL teachers will participate in after school Professional Development. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for the children. Title III funds will be utilized to pay the three participating ESL teachers to attend four (4) 2-hour sessions of after school PD to support the program; the cost = \$1236.24).</u>
<b>TOTAL</b>	<b><u>11200</u></b>	<b><u>11200</u></b>

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>30</b>	Borough <b>Queens</b>	School Number <b>122</b>
School Name <b>PS122</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Pamela Sabel</b>	Assistant Principal <b>Anna Aprea and Alba Carlucci</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area <b>Athena Sfakianos, IEP Teacher</b>	Parent <b>Yuli Michael</b>
Teacher/Subject Area	Parent Coordinator <b>JudyMilo</b>
Related-Service Provider <b>Maria Anglo</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>Ana Reyes, Psychologist</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>7</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>7</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1386</b>	Total number of ELLs	<b>71</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	71	<b>Newcomers</b> (ELLs receiving service 0-3 years)	60	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	11	<b>Long-Term</b> (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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	60	0	3	11	0	3	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

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

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	3	3	1	2	0	1	0	0	0					0
<b>Emerging</b> (Low Intermediate)	4	0	0	1	1	0	0	0	0					0
<b>Transitioning</b> (High Intermediate)	4	0	1	1	1	2	0	0	0					0
<b>Expanding</b> (Advanced)	19	16	5	5	4	3	0	0	0					0
<b>Commanding</b> (Proficient)	4	7	5	4	6	4	1	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	5	0	2	0	2	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

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

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

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

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

The assessment tools that our school uses to assess the early literacy skills of our ELLs include: NYSITELL and NYSESLAT scores, NYC Performance Assessments (MOSL), ReadyGen and Go Math units of study, TCRWP, Fountas and Pinnell, Wilson Reading Foundations assessments, and teacher classroom assessments and observations.

Approximately thirty-five percent (35%) of our 2014-2015 ELL population reached proficiency on the Spring 2015 NYSESLAT. The percentage of proficient ELLs is 10% higher than two years ago. We partially attribute this increase in students reaching proficiency due to the State curving the exam. On the other hand, we have moved on from our two year transition phase and are now fully aligned with the CCLS. Our ELLs who have been with us since we adopted the CCLS have had more exposure to rigorous content and academic language. Apart from the curve, the increase also reflects the benefits of students having this exposure, as the majority of our ELLs fell within the Commanding (Proficient) and Expanding (Advanced) levels of proficiency. Without the curve, some of our students would still have fallen within the upper tiers of proficiency, high intermediate and advanced. This data has helped inform our school's instruction plan by readopting TCRWP to improve student writing and continuing our Title III supplemental afterschool programs. In addition, we will continue to use ReadyGen to meet the rigor expected in following the CCLS, as well as providing Tier 1 and Tier 2 interventions, differentiated instruction, small group instruction, AIS and other supplemental school based support programs for our at-risk ELLs, to help close the gap in reaching grade level standards and proficiency on the NYSESLAT.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

NYSITELL and NYSESLAT Data patterns across proficiency levels

After examining the Spring 2015 NYSESLAT and NYSITELL results (post 2015 NYSESLAT) in the overall proficiency levels, we have noted the following pattern:

- 35% of our ELL population reached proficiency
- approximately 50% of our ELLs are at the Expanding (advanced) level
- 8% of our ELLs are at the Transitioning (High intermediate) level
- 5% of our ELLs are at the Emerging (low intermediate)

- less than 5% of our ELL population is at the Entering (Beginner) level

Percentage of Kindergarten ELL students by proficiency level:

Commanding: 12%  
Expanding: 55%  
Transitioning: 12%  
Emerging: 12%  
Entering: 9%

Percentage of First Grade ELL students by proficiency level:

Commanding: 30%  
Expanding: 60%  
Transitioning: 0%  
Emerging: 0%  
Entering: 10%

Percentage of Second Grade ELL students by proficiency level:

Commanding: 42%  
Expanding: 42%  
Transitioning: 8%  
Emerging: 0%  
Entering: 8%

Percentage of Third Grade ELL students by proficiency level:

Commanding: 31%  
Expanding: 41%  
Transitioning: 7%  
Emerging: 7%  
Beginner: 14%

Percentage of Fourth Grade ELL students by proficiency level:

Commanding: 50%  
Expanding: 34%  
Transitioning: 8%  
Emerging: 8%  
Beginner: 0%

Percentage of Fifth Grade ELL students by proficiency level:

Commanding: 40%  
Expanding: 30%  
Transitioning: 20%  
Emerging: 0%  
Beginner: 10%

Approximately thirty-five percent (35%) of our 2014-2015 ELL population reached proficiency on the Spring 2015 NYSESLAT. The highest number of our ELLs who reached proficiency was in the Second, Fourth, and Fifth Grades. The highest number of our ELLs, approximately 70% of our ELL population, was at the Expanding (advanced) level. We attribute this success to effective classroom teaching, differentiated instruction, and careful instructional planning based on data analysis. We also credit this positive outcome to the majority of these ELL students' participation in supplemental ESL afterschool enrichment classes, as well as AIS afterschool programs for some ELL students who were at-risk. This additional learning in their school day helped these ELLs to progress at a more rapid rate in learning their English language skills. We will continue these programs for our ELLs for the 2015-16 academic year.

The percentage of total ELLs (35%) who are currently at the Entering, Emerging, and Transitioning stages are for the most part ELLs who are newcomers or struggling students. To help increase the proficiency levels of these ELLs, for 2015-16, we will provide these students with RTI or AIS, and afterschool program support.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PS 122 uses the information on the Data Analysis and AMAO Estimator tool to analyze student achievement data in the content areas, as well as track specific students and subgroups (ELLs, FELLs, non-ELLs, etc.) who are showing early warning indicators of being at-risk. The AMAO tool allows us to track at-risk ELLs and non-ELLs. This information helps our school develop and implement targeted intervention plans for specific students and subgroups. The data based on Spring 2015 NYSESLAT revealed the following:

- 1 out of 70 ELLs scored at or below 25<sup>th</sup> growth percentile and scored 1 or 2 on the ELA and on Math.
- 5 out of 70 ELLs are at-risk level 3 or greater
- 1 out of 70 ELLs is at-risk level 5 or greater
- 1 out of 70 ELLs is in years 5 or 6
- 5 out of 70 ELLs had 2 or more years of service but scored at first quartile on the NYSESLAT

In addition, our school has met AMAO 2 from 2009 to the present, and we are projected to meet our objectives at the end of this school year and for 2016-17.

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?

#### Leadership response to data patterns

See number two for student results and patterns across proficiencies and grades on the NYSESLAT. Our school currently has the ENL Freestanding Program only, so all of our ELLs take assessments in the English language and not in their native language. We do provide newcomers with interpreters for NYS Math and Science exams in the upper grades. Another exception would be the Spanish Lab assessment, but apart from this assessment, day to day classroom assessments are given in English.

The school leadership and teachers do not use the ELL predictives to assess our ELLs. Instead, our school uses the following assessments to measure the progress of our ELLs against prior NYSITELL or NYSESLAT scores and toward proficiency: NYC Performance Assessments, Running Records, ReadyGen and Go Math units of study, TCRWP, Wilson Reading Foundations, and teacher classroom assessments and observations. In addition, analyses indicating strengths and weaknesses for each individual student are distributed to ESL teaching staff grades 3-5 and programming is scheduled to meet mandates and/or other special needs.

#### Content Area Analysis- ELLs taking exams in English

In comparison to previous years, before the CCLS, many of our ELLs fared better on State examinations in the content areas.

We believe this decline has to do with the changes in State examinations that are now more aligned with the CCLS. Below are the results of these examinations:

#### New York State Math (Grades 3-5)

Data analysis of New York State Mathematics exam for the 2014-2015 school year indicate that 6% of our ELLs in grades 3-6 scored at level 4, 6% scored at level 3, approximately 30% scored at level 2, and 58% scored at level 1. Approximately 30% of ELLs taking the NYS Mathematics exam in Spring 2015 were newcomers. For those students who are not meeting State standards, we will provide Response to Intervention (RTI) services, AIS, and offer a few sessions of after school test preparation to improve their math and test taking skills. Curriculum changes, such as using Go Math, have also been made to align with the CCLS. In addition, teachers will undergo training to help our ELLs narrow the gap in reaching grade level math standards.

#### New York State English Language Arts (Grades 3-5)

ELLs who entered New York City schools for less than one year are exempt from taking the New York State English Language Arts exam. Of those ELLs in Grades 3-6 that did take the exam, a total of 22 students, none scored at level 3 and 4, 30% scored at level 2, approximately 70% scored at level 1. For those students who are not meeting NY State standards, we will continue to provide Response to Intervention (RTI) services, AIS, after-school enrichment classes, and offer a few sessions of after school test preparation to improve their reading, writing, and test taking skills. Teachers will also undergo training to help our ELLs meet grade level ELA standards.

#### New York State Science (Grades 4)

Data analysis of New York State Science exam for the 2014-2015 school year indicate that 22% of our 4<sup>th</sup> Grade ELLs scored at

level 4, approximately 22% scored at level 3, approximately 56% scored at level 2, and none scored at level 1. Approximately 25% of ELLs taking the NYS Science exam in Spring 2015 were newcomers.

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*.]

PS 122 uses the following data to guide instruction for ELLs within the RTI framework for grades K-5:

- Data Analysis and AMAO Estimator Tool
- NYSITELL and NYSESLAT scores
- NYS ELA, Math, and Science scores
- NYC Performance Assessments, Fall and Spring
- Units of study assessments related to ReadGEN and Go Math
- Running Records
- Teacher created assessments and observations

The RTI framework that our school uses to guide instruction for our ELLs is a 3 tier approach. The first tier of intervention begins using high quality evidence-based instruction, differentiated instruction, and ELL centered instruction and strategies that provide academic language development and increased proficiency in listening, speaking, reading and writing. If ELL students, who are not newcomers, demonstrate below grade level proficiency on many of the assessments mentioned above, then struggling ELLs will be considered for Tier 2, more targeted and intensive academic support. If after a period of time a student does not show significant improvement on assessments while on Tier 2, then the ELL student may be recommended for Tier 3 to further tailor instruction related to the language and learning needs of that student.

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

A student's new language development is considered in instructional decisions by regularly assessing and modifying instructional goals for both linguistic and cognitive demands. Our teachers also assess and take inventory on what multiple entry points their students respond to best to grasp academic language, concepts, and skills in their lessons. Some building blocks for increasing new language development include building background, vocabulary preview, visuals, authentic learning experiences, providing opportunities and multiple exposure for listening and speaking activities, careful thought to student grouping and pairings, and providing appropriate scaffolding (as needed). These best practices and more are used to design and modify instruction to increase a student's new language development at a more rapid rate, as well as make learning more comprehensible and meaningful.

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?

Not applicable.

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

PS 122 evaluates the success of its ELL programs by examining and comparing the results in students' NYSESLAT scores and other assessments (NYSITELL, NYS ELA, Math, and Science exam, teachers' assessments, Running Records, NYC Performance Assessments etc.). In the past couple of years, we have noticed marked progress from the beginning of the school year to the end of the school year for the majority of our ELLs. In furthering the success of our ELL programs, which are aligned to the CCLS, we use the results of these various assessments to guide classroom instruction, as well as customize instruction for small group and 1:1 instruction and after-school supplemental programming.

## 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.

ELL identification process

When a new student is registered at our school, the parent/guardian is interviewed by Audrey Cheng, the ELL Coordinator (Bilingual: Spanish/English and dually certified to teach ESL and Grades 1-6) or by Alba Carlucci, the Assistant Principal (Bilingual: Italian/English and holds both a common branch and ESL licenses, and the former ELL Coordinator), in English or in the parents' native language with the assistance of an interpreter or with the help of over-the-phone-interpretation services, if needed. With the ELL

Coordinator or Assistant Principal and the assistance of an interpreter, if needed, the Home Language Identification Survey (HLIS) is completed in English or in the Parents' native language, if available. Once the HLIS is complete, the ESL teacher/Coordinator determines if the student is a potential ELL, based on the formula of number of "other" languages on the HLIS and parent interview. The ESL teacher/Coordinator conducts an interview with the child whose home language is not English, with the assistance of an interpreter. The determination process also includes student school work, if available, and review of a student's IEP, if applicable. Once these necessary steps are taken, the appropriate OTELE code is decided by the ELL Coordinator, and then entered into ATS by the Pupil Accounting Secretary. Soon after the testing process to determine the student's language proficiency via the NYSITELL administration begins.

Within ten days of registration, Audrey Cheng, the school's ELL Coordinator, using Department of Education guidelines, administers the NYSITELL exam to evaluate the English language proficiency of the student (20 school days for students entering with IEPs). The student's answer document is then scanned to ATS and eligibility is determined the following day by retrieving the student's results via ATS. If the ESL teacher/Coordinator determines that a student scores below proficiency and requires ENL services, then he/she is placed in the appropriate classroom (Freestanding ENL or a classroom where ENL push-in or pull-out services are provided). Students, who score at or above proficiency, will be placed in a general education program. If a student is a Spanish speaking ELL, the ESL coordinator will also administer the Spanish LAB. Using DOE timelines, parents are notified of their child's NYSITELL results by letter in the home language. If the student requires ENL services, the parent is asked to come to a parent orientation session. At the orientation, parents are informed of their options within the New York City public school system to place their child in any one of the three types of ENL programs: Dual Language, Transitional Bilingual Education, and Freestanding ENL. In addition, parents are informed on how they are able to transfer their child to a school with a program that might not be available in our school. All information given to the parents is afforded in the home language, when available.

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).

#### SIFE Identification Process

In accordance with NYC DOE's English Language Learner Policy and Reference Guide 2015-16, PS 122Q will use the following assessments to identify SIFE within 30 days of enrollment:

- Administer the oral interview questionnaire
- For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, PS 122Q will administer the Literacy Evaluation for Newcomer SIFE (LENS)

After assessments are provided and results indicate the child is a SIFE student, then an Initial SIFE status will be indicated in ATS within 30 days from initial enrollment (BNDC). PS122Q has up to one year to make a final determination of SIFE status for any student. In other words, initial SIFE identification within the 30 days may be modified for up to one year. PS 122 is also aware that SIFE status is removed once the ELL scores at intermediate/transitional level or higher on the NYSESLAT.

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).

PS122Q will follow the steps in determining NYSITELL eligibility for students entering with an IEP as indicated in the NYC DOE's ELL Policy and Reference Guide 2015-16. The school/LPT has 20 school days to complete the ELL identification process for students entering with an IEP.

The school's Language Proficiency Team members are as follows:

- P. Sabel, Principal
- A. Cheng, ELL Coordinator
- A. Reyes, School Psychologist
- A. Sfakianos, IEP Teacher
- D. Sanchez, Social Worker
- Child's parent or guardian
- Interpreter or translator in parent's HL, if needed

The LPT members will determine whether the student should take the NYSITELL based on evidence of the student's English language development and other applicable evidence listed in ELL Policy and Reference Guide. If the LPT determines that the student has English language acquisition needs, the student will take the NYSITELL. If the principal accepts the LPT's determination that the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English, then the principal will send the recommendation to the superintendent for a final decision. The superintendent's decision must be made within 10 school days. If the superintendent should reject the LPT's recommendation, the school has 5 additional days to administer the

NYSITELL. The parent will be notified within 3 school days of the superintendent's decision in the parent or guardian's preferred language.

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.

#### Distribution of entitlement and non-entitlement letters

Using Department of Education guidelines and timelines, within five school days after the NYSITELL is scanned and scored, NYSITELL results for newly identified ELLs and ATS reports used to determine eligibility, the ESL Coordinator, notifies parents by letter, in the parents' preferred language, of their child's NYSITELL results and eligibility for ENL services or the status of an already identified ELL's entitlement of ENL services based on their child's spring NYSESLAT results. Copies of these letters are kept every academic year in the CR PART 154/Title III Binder and stored in the ESL Coordinator's office.

If a newly identified ELL requires ENL services, the parent is asked to come to a parent orientation session. At the orientation, parents are informed of the three ELL program choices available for their child. Interpreters are present to help the parents understand the choices. The DOE orientation video and translated brochures are also available to help parents make a program choice best suited for their child. Parent Surveys and Program Selection Forms are distributed in English and the parents' preferred language and collected at the end of each orientation. Follow-up orientations are scheduled, as needed, to accommodate parents who were unable to attend the initial orientation or for new students who are admitted during the school year. Students are placed based on parent preferences. Signed, original Parent Selection Forms are placed in the child's cum and copies are kept on file in the ESL Coordinator's office.

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

The entitlement letter received by parents or guardian, explains that they have a right to appeal their child's ELL status within 45 days. Parent correspondence is sent in the parents' preferred language. This right is also explained during the Parent Orientation meeting, where interpreters are also available to interpret the information in the parents' preferred language. A. Cheng, ELL Coordinator, is responsible for distributing these letters and informing parents of their right to appeal. Copies of entitlement letters are filed and maintained in the ELL Coordinator's office.

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.

#### Parent Orientations

Parent Orientations are held at the beginning of each school year to ensure that parents understand the three programs available for their child: Transitional Bilingual, Dual Language, and Freestanding ENL. Entitlement letters are distributed to families, informing them that their attendance is required at the ENL Parent Orientation which is immediately after the 10 day testing time frame. Thereafter, parent orientations are held at other times during the school year, as needed. At the orientation, the ELL Coordinator provides full explanation of ELL program choices. The ELL Coordinator also presents the Orientation Video for Parents of Newly Enrolled English Language Learners and provides a copy of the Guide for Parents of ELLs, an informational brochure, to parents in their home language, as well as the Parent Survey/Program Selection form to complete. Interpreters, in the parents' preferred languages, and the Parent Coordinator are provided to ensure families understand all aspects of the three programs and have the opportunity to ask questions. Parent Surveys and Program Selection Forms are distributed and collected at the end of the orientation. Follow-up orientations are scheduled, as needed, to accommodate parents who are unable to attend the initial orientation or for new students who are admitted during the school year. Students are placed based on parent preferences. Copies of signed Parent Selection Forms are kept on file in the ELL Coordinator's office and originals go in the student's cum record. Within the ELL Department's files, a log is kept of parents who have previously chosen TBE/DL program as their first choice, so that if it becomes available, we can easily reach out to these interested parents and inform them immediately of opening up a program that was their first choice. Although the bilingual program is the default placement when a parent survey is not returned, since we currently do not have that program and it has not been preferred program for parents whose children attend our school, ENL would be the default placement. Original Parent Surveys are placed into the student's cum folder and copies are kept on file in the ELL Coordinator's office.

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.

Parent Surveys and Program Selection Forms, in parent or guardian's preferred language (if available), are distributed and collected at the end of each parent orientation. Follow-up orientations, also in parent or guardian's preferred language (if available), are scheduled, as needed, to accommodate parents who are unable to attend the initial orientation or for new students who are admitted during the school year. These additional orientations give parents or guardians another opportunity to complete the Parent Survey Selection Forms. Phone calls are made and correspondence is written in the parent's preferred language, if available, to help them attend an orientation and complete required paper work. Telephone conferences are also offered, as the last option, if a parent is unable to make a school appointment. Tuesdays, parent engagement days, are also used to inform and assist parents to fill out and

return the Parent Survey and Program selection forms in a timely manner. Our school monitors parent program choice by keeping records on ATS through the ELPC screen and is also documented in the ELL Coordinator's record books and files. Currently we do not have a bilingual program, as that has not been a preferred program chosen by our students' parents. Therefore, ENL would be the default placement at our school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL Coordinator keeps a log, indicating which parents have or have not completed and returned the Parent Survey and Program Selection form. Refer to response to question #7 to see how PS122 follows up with parents who have not completed and returned the Program Survey and Selection form.
9. Describe how your school ensures that placement parent notification letters are distributed. Using Department of Education guidelines and timelines, as indicated in the ELL Policy and Reference Guide, the ELL Coordinator, distributes placement parent notification letters immediately after the parent has chosen their preferred ELL program for their child, in the parents' preferred language, if available. Parents must return the Parent Survey and Program Selection Form within 5 school days after attending the Parent Orientation. If a parent does not return the form within 5 school calendar days, the student will be placed in the only ELL program that currently exists in our school, the ENL program. Default placement parent notification letters are sent, if parent does not return the Parent Survey & Selection Form within 5 school days. Copies of these letters are kept every academic year in the ELL Folder of Critical Documents and stored in the ELL Coordinator's office. In addition, the ELL Coordinator keeps a log and tracks the following: 1) which student's parents/guardians have or have not attended ELL Parent Orientation, 2) which student's parents/guardians have or have not filled out and returned Parent Survey & Selection Form, 3) which student's parents/guardians have or have not provided their first choice of ELL programming to be entered in ATS ELPC screen, and 4) which student's parents/guardians have or have not received placement parent notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Every academic year, copies of critical ELL documents for each child are kept in the ELL Folder of Critical Documents and stored in the ESL Coordinator's office. All required original ELL documentation, as indicated in the ELL Policy & Reference Guide under the Retention of Records section, is placed in the child's cum folder.
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.  
As outlined in the NYSESLAT Administration Best Practices Overview in the ELL Policy & Reference Guide, our school ensures that we follow the three following steps in administering all parts of the NYSESLAT to all eligible students:

#### Step 1: Identifying Eligible Students

- The school's ELL Coordinator, A. Cheng, ensures that all ELLs are administered all parts of the NYSESLAT. The use of ATS reports, such as the RLER, and school documentation of newcomers who were administered the NYSITELL that may not yet appear on the RLER prior to testing, are used to determine and ensure eligible students are administered the NYSESLAT.

#### Step2: Administer All Subtests of the NYSESLAT During the Administration Window and Track Student Completion

- Trained staff responsible for administering the NYSESLAT includes the ESL Coordinator and dually licensed ESL/Common Branch teachers, Grades K-5.
- Following NYSESLAT administration guidelines provided by the Department of Education and DOE timelines, the ELL Coordinator ensures the following:
  - The speaking subtest, administered by the ELL Coordinator, is administered to students individually at a location separate from other students. In accordance with new statewide scoring rules, the ELL Coordinator may not administer the speaking subtest to her own students. Therefore, another trained staff member will be assigned to administer the speaking subtest to those students.
  - The Listening, Reading, and Writing subtests are administered to groups of ELLs on separate days within the testing administration window. The ELL Coordinator provides make-up test dates for absentees, which are any remaining days left within the designated testing period.
  - The ELL Coordinator administers the NYSESLAT to ELLs with disabilities, making sure to follow testing accommodations specified in the student's IEP or 504 Accommodation Plan (504 Plan) with the exception that the Reading subtest may not be read to any student and students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation on the writing subtest.
  - All ELL teachers in Grades 2 and above are provided with a CD player to assist with the administration of the Listening, Reading, and Writing portions of the NYSESLAT.

#### Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

- The ELL Coordinator tracks and follows up with students who have not taken the NYSESLAT and ensures that these students take all subtests of this exam within the testing administration window.
- If parent outreach is required, the ELL Coordinator is the designated staff member to communicate with a parent or guardian about any concerns relating to an ELL taking all subtests within the testing administration window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**Distribution of continued entitlement and transitional support parent letters**  
 Using Department of Education guidelines and timelines, as indicated in the ELL Policy and Reference Guide, the ELL Coordinator, distributes continued entitlement and transitional support parent letters, with the NYSESLAT Parent score report attached, no later than September 15. These notification letters are sent in the parents' preferred language, if available. Copies of these letters are kept every academic year in the ELL Folder of Critical Documents and stored in the ELL Coordinator's office. However, signed, original continued entitlement letters returned by parents are placed in the student's cum record.
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).

**Trends in Parental Selections**

After reviewing the Parent Survey and Program selection forms for the past few years, the trend has been almost exclusively the Freestanding ENL Program.

**Aligning Programs with Parental Choices**

After completing our ELL Parent Orientations for September and October 2015, a total of 17 parents (100% attendance) for all our new ELLs thus far, have all chosen ENL as their preferred program for their child. Based on these results, English as a New Language with native language support is the program we offer at our school. In keeping with Department of Education's policy of involving parents in the decision making process, P.S. 122Q will aid any parent who chooses a bilingual program in finding an appropriate classroom setting for their child within the district. Due to the small numbers in any one language group and the lack of interest or request by parents in recent years, we do not currently have a bilingual program.

Although we have not had any parent requests for bilingual programs for the past couple of years, the ELL Coordinator is responsible to document and keep track of such requests in order to notify interested parents if/when we should have enough students who speak the same language in one or two contiguous grades, permitting PS 122 to open a bilingual program. In addition, as forms are completed and returned by parents, the ELL Coordinator documents every parent's first choice in ATS, on the ELPC screen. Signed, original Parent Survey and Program Selection Forms are placed in the child's cum record and copies of these documents are placed in the ELL Folder of Critical Documents, located in the ELL Coordinator's office.

## 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]).
- Freestanding ENL program.

**Delivery of instruction**

In honoring parents' first choice selections, our school employs a Freestanding ENL with Native Language Support Program to meet the diverse needs of our ELLs. All ELLs and FELLs, as well as alternate placement and Special Education students, are for the most part, either in a discrete ENL class or are serviced by a push-in/pull-out ESL teacher. We have a total of seven ESOL certified teachers. In Kindergarten through fifth grade classes, ELLs are generally placed in heterogeneous, discrete ENL classes, primarily composed of fifty percent or less of ELLs/former ELLs (in Grades 1-5), and the remainder is composed of General Education students. Our dually licensed classroom teachers of ELLs in Grades K-4 (hold both a Common Branch and ESOL certifications) whom provide both Stand-alone ENL instruction and Integrated ENL instruction. Based on their students' English proficiency levels, these

teachers plan their instructional day by incorporating the required units of study minutes for Stand-Alone ENL and/or Integrated

ENL to meet the diverse needs of their ELLs and FELLs. The ELL Coordinator is also dually certified in Common Branch and ESOL.

She uses the push-in and pull-out model to service ELLs and FELLs who are in self-contained Special Education classes, ICT Classes,

and the 5th Grade. Each student receives the required units of study minutes for Stand-Alone ENL and/or Integrated ENL to meet

the needs of this diverse group of ELLs and FELLs.

b. TBE program. *If applicable.*

Not Applicable.

c. DL program. *If applicable.*

Not Applicable.

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)?

#### Instructional Minutes

At PS 122, the ENL program schedule for all Freestanding ENL with native language support classroom settings and push-in/pull-out services follows the required number of minutes set by CR Part 154 for all ELLs, in any subgroup, in the following way:

#### •Entering and Emerging Students

-Receive 360 minutes of ENL instruction per week through the content areas (Balanced Literacy, Math, Science or Social Studies), using ESL methodology and native language support.

-Embedded within the 360 minutes for Entering students is 180 minutes of standalone ENL, 180 minutes of integrated ENL/ELA.

-Embedded within the 360 minutes for Emerging students is 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA, and the remaining 90 minutes are used at the teacher's discretion as standalone or integrated ENL instructional time with ELA or any other content area. Classroom and push-in/pull out teacher tailor the flexible remainder of minutes to meet the needs of their students.

#### • Transitioning and Expanding Students

-Receive 180 minutes of ENL instruction per week through the content areas (Balanced Literacy, Math, Science or Social Studies), using ESL methodology and native language support.

-Embedded within the 180 minutes for Transitioning students is 90 minutes of integrated ENL/ELA, and the remaining 90 minutes are used at the teacher's discretion as standalone or integrated ENL instructional time with ELA or any other content area.

-Students at the Expanding level receive 180 minutes of integrated ENL/ELA or other content area.

#### • Former ELLs (2 additional years of ENL instructional support after reaching proficiency on the NYSESLAT)

-Receive 90 minutes of integrated ENL/ELA or other content area instruction per week, using ESL methodology.

All teachers of ELLs are required to indicate what blocks of time are used for standalone ENL or integrated ENL on their program schedule. These program schedules must be approved by each teacher's assigned supervisor, making certain that all ELLs and FELLs are receiving the correct number of mandated minutes per week in standalone and integrated ENL instruction for their diverse population of ELLs/FELLs in their classroom. For more, see response to question #1.

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.

#### Delivery of content areas in each program model

In order to improve access to academic content areas and accelerate English language development, teachers use ESL methodology to teach their students throughout the content areas. Best Teaching Practices for ELLs are used when teaching ELA, science, social studies, mathematics, and other core curriculum subjects. Special attention is applied to learning academic language, content area vocabulary, and skills. In addition, bilingual glossaries and classroom libraries, manipulatives, and picture dictionaries are used. Lesson plans include content area and language objectives that are aligned to the CCLS.

ELLs in self-contained Special Education and ICT classes are serviced by a push-in/pull-out ENL teacher. The push-in/pull-out teacher works with the ELLs through the content area subjects in collaboration with the classroom teacher. Teachers meet to plan instruction and analyze student performance at weekly collaborative preparation periods. The push-in/pull-out ENL teacher provides support services in vocabulary development, making content area lessons comprehensible, and facilitating language acquisition. The push-in model is used whenever possible as it helps to decrease travel time and increase in-class instructional time.

Instructional decisions that are considered when delivering core content to our ELLs and FELLs include regularly assessing and

modifying instructional goals for both linguistic and cognitive demands. Our teachers also assess and take inventory on what multiple entry points their students respond to best to grasp academic language, concepts, and skills in their lessons related to core content. Some building blocks for increasing knowledge, at a more rapid rate, in the core content areas include building background, vocabulary preview, visuals, technology, authentic learning experiences, providing opportunities and multiple exposure for listening and speaking activities, careful thought to student grouping and pairings (including in their native language to provide native language support), and providing appropriate scaffolding (as needed). These best practices and more are used to design and modify instruction to help make the information students are learning more comprehensible and meaningful, as well as increase students' knowledge in the content areas.

In making sure that content area lessons are not only ELL/FELL learner friendly, we also ensure that the delivery of these lessons is aligned to the Common Core. Therefore, teachers of ELLs and FELLs use grade level and age appropriate materials such as Go Math, ReadGEN, FOSS kits for science in grades K-5, Foundations, Harcourt for Social Studies and for Science supplement, Ready NYCCLS, and NYSESLAT test prep booklets. In addition, teachers also use the following resources to increase student knowledge in the content areas: Wilson Foundations, Words Their Way for ELLs, Rigby Reading Program for ELLs, and technology resources, which include Starfall, Reading A-Z, RAZKIDS, and other web-based, child-friendly sites. All classes have leveled classroom libraries.

Native language support resources in the classroom include: bilingual libraries, glossaries/dictionaries, and technology resources (these resources are representative of the home languages present in our classrooms). Many of our classroom and content specialty rooms are equipped with SMART boards, and all have computers and projectors to improve student learning of ENL for our ELLs and FELLs. In addition, school personnel, such as bilingual teaching staff and paraprofessionals are utilized to provide ELLs language support in clarifying content and concepts in specific subject areas. Native language support is also provided to our Newcomer ELLs across the grades, needing AIS in reading. They are paired with trained Learning Leaders that speak the same home language as the child. Bilingual teaching staff and paraprofessionals also assist in helping to communicate to many of our students' families how they can help their child at home. In addition, our gifted & talented (G&T) students in our middle school academy have a block of time in their schedule dedicated to community service. ENL teachers have partnered with this program by providing training to these selected G&T students in how to assist struggling ELLs, in any subgroup, in supplemental math and reading support. Bilingual, middle school, G&T students in our academy, representative of the home languages of our ELLs, are often selected to provide this work of service.

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

Native language evaluation

In order to ensure that ELLs are appropriately evaluated in their native language, PS 122 ensures the following:

1) During the ELL identification process, Spanish-speaking students who do not pass the NYSITELL are assessed in their native language using the Spanish LAB in order to determine language dominance. 2) Since our school only offers a Freestanding ENL Program, we only provide native language evaluation of math and science during NYS testing for math and science. Following DOE guidelines, we ensure that Newcomers or ELLs who feel more comfortable taking a NYS math or science exam in their native language are given that opportunity. This accommodation is provided by giving students alternative language editions when available in their language. When alternative language editions are not available for lower incidence languages, then our school ensures that a translator is provided to translate the questions on the exam for the student and permitting the child to write the answers in his/her native language. Translators are selected by using in-house bilingual pedagogues or paraprofessionals and/or outside translators hired by DOE translation vendors. Our school follows NYS and DOE guidelines in scoring these exams.

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

Our ELL teaching staff ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by referring to the following assessment results: NYSITELL and NYSESLAT, NYC Performance Assessments, ReadyGEN and Go Math units of study assessments, Running Records, Wilson Reading Foundation Assessments, and teacher created assessments and observations.

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

Differentiating instruction for ELL subgroups

In order to differentiate instruction for ELL subgroups, homeroom ELL teachers and push-in/pull-out ELL teachers provide 1:1 and

small group lessons and activities that are tailored to various ELL students' needs. Teachers also use multiple entry points in lesson

delivery and student engagement to address the diverse needs in their ENL classroom. Homeroom ELL teachers also collaborate with AIS providers that offer tailored support services for the following ELL subgroups: ENL newcomer students, ELLs who are performing under grade level, long-term ELLs, and SIFE students. In addition, the ENL teacher provides one-on-one and/or small group instruction using various strategies in the content areas, including Wilson Foundations as targeted intervention programs. Newcomer ELLs across the grades, needing AIS, are paired with a trained Learning Leader that speaks the same home language as the child. We also invite these students to attend either the Newcomers or ENL Enrichment Afterschool Program. Summer school is offered, as appropriate. Other community programs are recommended for continued learning.

If the classroom teacher feels that the student needs more intense intervention, the teacher will consider RTI, Tier 2 and 3, to help the student. If after Tier 2 and 3, an ELL continues to struggle, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis, according to the student's needs for up to three times per week.

For ELLs in Special Education or Collaborative Team Teaching classes, the push-in or pull-out teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ENL provider works in collaboration with the classroom teacher to differentiate instruction to ensure the student's needs are met. Balanced literacy lessons are made comprehensible for these students to enable them to increase their reading and writing skills, using Best Teaching Practices for ELLs. Lessons are infused with vocabulary development to increase language acquisition.

As a transitional plan for Former ELLs (FELLs) who recently passed the NYSESLAT, 90 minutes of ENL instructional time is provided, as well as AIS services, if needed. FELLs are also invited to attend the After-School ESL Enrichment Program, if the parent and teacher feel the student can benefit from the extra instructional time. The ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

In addition, our gifted & talented students in our middle school academy have a block of time in their schedule dedicated to community service. ENL teachers have partnered with this program by providing training to these selected students in how to assist struggling ELLs, in any subgroup, in supplemental math and reading support. ENL teachers also plan and assess beforehand to tailor the supplemental materials used to help our ELLs in this volunteer program. Bilingual students, representative of the home languages of our ELLs, are often selected to provide this work of service.

We currently do not have any SIFE students, but if a SIFE student were to enroll at our school, we would follow the NYS DOE Guidelines for Educating Limited English Proficient Students with Interrupted Formal Education (LEP/ ELL SIFE). Therefore, a SIFE's instructional plan would include the following: selection of appropriate instructional materials, building background knowledge, explicit vocabulary instruction in the content areas, scaffolding, native language support, and Best Teaching Practices for ELLs.

Test accommodations are also differentiated for our ELL subgroups in the classroom and during State examinations. Except for the NYSESLAT, ELLs and FELLs are eligible for ELL testing accommodations, and can include additional accommodations listed on their IEPs or 504 plans, if applicable. These accommodations include time extensions (time-and-a-half), and when applicable,

depending on the student, may also include separate location, third reading of listening section (ELA exams only), use of bilingual dictionaries and/or glossaries that only provide one-to-one translations of words, simultaneous use of English and alternative language editions (except on ELA exams), oral translations for low incidence languages (except on ELA exams and where there is no translated edition provided by SED), and writing responses in the home language (except on ELA exams). All these accommodations help to ensure that we are providing ample opportunity for ELLs and FELLs to demonstrate what they have learned in the content areas.

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.

For students re-identified as ELL or non-ELL, PS 122Q will ensure the student's academic progress has not been adversely affected by the re-identification process by providing the child with the necessary academic assessments and supports to reach grade level standards. For more, see response to question #10.

The school's ELL Coordinator, A. Cheng, has been assigned to manage both the initial and Re-identification Process of ELL status,

as she has the qualifications and training to do so. The ELL Coordinator oversees phase 1 and 2 of this process, making sure to follow the steps laid out in the English Language Learner Policy and Reference Guide.

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?

Instructional strategies & grade-level materials used by teachers of ELL-SWDs

In order to provide access to academic content areas and accelerate English language development, Teachers of ELL-SWDs use

Best Teaching Practices for ELLs and SWDs, Multiple Entry Points, and Teachers College methods for reading and writing in their

lessons. Grade level and age appropriate materials for these students include the following: teacher created materials, Wilson,

Words Their Way for ELLs, Rigby Reading Program for ELLs, bilingual libraries, bilingual dictionaries/glossaries, Go Math, ReadGEN, FOSS kits for science in grades K-5, Foundations, Harcourt for Social Studies and for Science supplement, NYSESLAT test prep booklets, and technology resources, which include Starfall, Reading A-Z, RAZKIDS, and other web-based, child-friendly

sites. All classes have leveled classroom libraries, including English language and have access to bilingual libraries. Many of our

classroom and content specialty rooms are equipped with SMART boards, and all have computers and projectors to improve student

learning.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Meeting diverse needs of ELL-SWDs

All ELLs are afforded equal access to all school programs through equitable programming of courses, enrichment programs and

opportunities, and school events. ELL-SWDs participate in all aspects of school activities, including but not limited to physical education, art, music, dance, trips, after-school and summer school programs. ELL-SWDs are scheduled for band, chorus, and lunch/recess, and afterschool programs with their non-disabled peers. There are also ELL-SWDs in ICT classes, allowing these students to maximize time with their non-disabled peers.

For ELLs in Special Education or Collaborative Team Teaching classes, the push-in/pull-out teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ENL provider works in collaboration with the classroom teacher and other

service providers to differentiate instruction for students in this subgroup, ensuring student's needs are met by using Best Teaching

Practices for ELLs and SWDs. Balanced literacy lessons are made comprehensible for these students to enable them to increase their

reading and writing skills, using multiple entry points that best suit their learning needs. Lessons are infused with vocabulary development to increase language acquisition. In addition, content specialists are provided with professional development to enhance their instruction, incorporating ELL strategies in a least restrictive environment. SETTS and related services providers

Chart

are

also provided with professional development in English language acquisition to better serve their students and meet their diverse needs. We analyze multiple sources of data, including but not limited to academic performance teacher observations, reports from service providers, such as speech & language and school psychologist. In using this data and the recommendations

from other evaluators, the recommendation for service in an ICT class supports the expectations that ELL-SWDs will be able to achieve their IEP goals in the least restrictive environment.

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

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



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

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

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

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

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

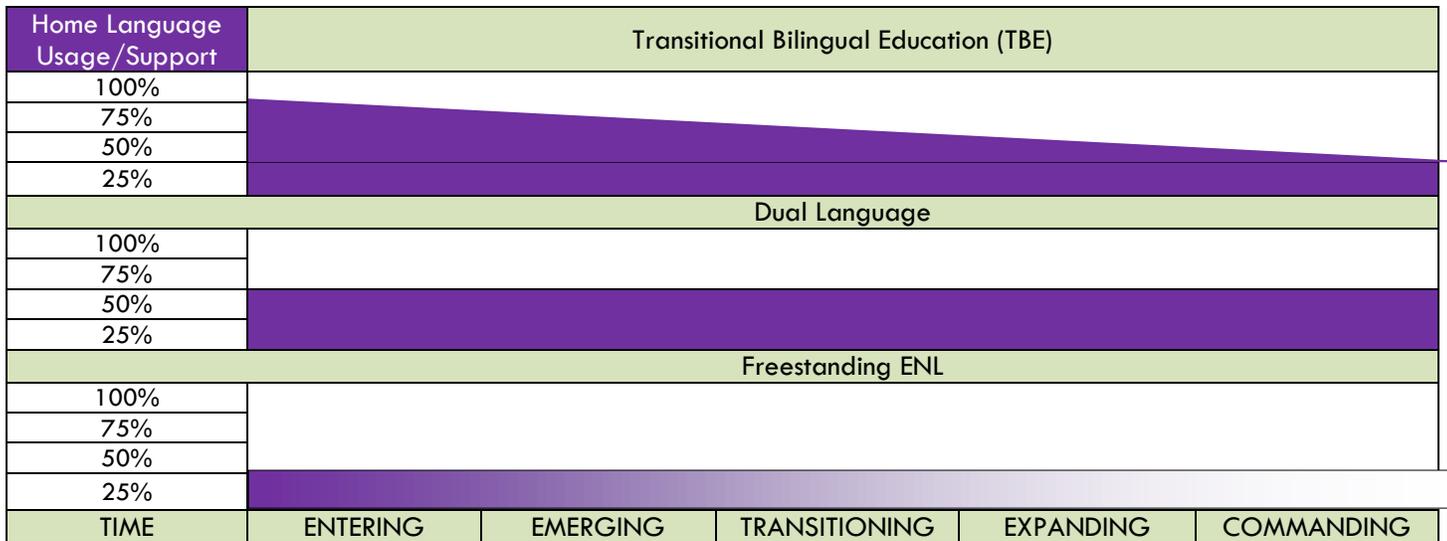


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Description of targeted intervention programs for ELLs in ELA, math, and other content areas

To ensure that we service all students requiring intervention programs, we employ Academic Intervention Services (AIS) for newcomer ESL students, students in the general education population (FELLs) eligible for ESL services, ELLs and non-ELLs that have been re-identified, SIFE students, students with an IEP, and long-term ELLs, receiving 4-6 years of service. In addition, the ESL teacher provides 1:1 and/or small group instruction, using various strategies, including Wilson and Foundations as targeted intervention programs. We also invite these students to attend the After-school Newcomers and ENL Enrichment Program. Summer school is offered as appropriate. Other community programs are recommended for continued learning.

Additionally, our gifted & talented students in our middle school academy have a block of time in their schedule dedicated to community service. ENL teachers have partnered with this program by providing training to these selected students in how to assist struggling ELLs, in any subgroup, in supplemental math and reading support. Bilingual students, representative of the home languages of our ELLs, are often selected to provide this work of service.

If the classroom teacher feels that a student needs more intense intervention after he/she has received the first level of RTI and other aforementioned supplemental supports, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one-to-one basis, according to the student's needs for up to three times per week. Currently, volunteers from Learning Leaders are being trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for newcomer ELLs. Newcomer ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. In addition, RTI in science and social studies will be provided by the classroom teacher in small group 1:1 instruction in content area vocabulary development, using multi-sensory and/or technological and technical resources. Response to intervention in reading will address individual student needs and provide small group activities to help struggling students, including ELLs, in grades K-2. RTI will be provided in math through Go Math supplementary practice activities in class by the classroom teacher in small group and 1:1 instruction.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ultimate goal is to close the learning gap between ELLs and non-ELLs in the content areas. We will help our ELL population fulfill this goal by tailoring instruction that meets the rigor of the CCLS and building on their knowledge in the content areas. ELLs who took the 2015 NYSESLAT and State science exam showed marked progress in their final scores but our ELLs are still lagging behind the non-ELLs in NYS ELA and Math examinations and teacher created assessments (Please go to Part III: Assessment Analysis and see responses to questions 1-3 for supporting data.). We are going to address this weakness in our programs by employing the successful strategies used in science for content specific vocabulary and academic language development in other content areas. We will be using instructional resources, including technology to refine instruction for ELLs in the content areas (See resources mentioned in response to question #8.). There will be AIS offerings during the school day and after-school hours for struggling ELLs. We are also going to track ELLs who are below or approaching grade level standards in ELA and Math by inviting these students to attend the AIS After-school program (in collaboration with the Sports & Arts Foundation), as well as employ tailored targeted intervention plans for these ELLs, as addressed in responses given to questions #10 and #12, during the school day. In response to the successful results of our 2015 NYSESLAT scores, we will continue to offer the same afterschool Title III programs to help increase the proficiency of our ELLs in listening, speaking, reading, and writing, as well as build on their academic language development and provide more exposure to non-fiction reading and questioning to increase proficiency in ELA, Social Studies, and Science.

12. What new programs or improvements will be considered for the upcoming school year?

New programs or improvements for the upcoming school year

Due to demonstrated student progress on the NYSESLAT (see Part III: Assessment Analysis section, responses to questions 1-3, for supporting data referenced here), PS 122 will continue to offer its Title III After-school Newcomers and ENL/ELA Enrichment programs for ELLs. Both programs provide instruction aligned to the CCLS. The only change we hope to make in supplemental after-school programming, budget permitting, is changing or adding instructional materials to also support ELLs in the content areas.

Professional development (PD) will be another avenue used to improve student achievement for ELLs in the content areas. PD for 2015-16 for all teachers will focus on building academic language, as well as inquiry to improve tracking student progress of ELLs, in all subgroups, in the content areas. In these learning opportunities, teachers will be given time to learn how to track student progress of ELLs (in all subgroups) and non-ELLs by reviewing and comparing state scores in the content areas, City-wide assessments, and teacher created assessments, as well as learn how to make adjustments in lesson planning and supplementary support services, as necessary, on a more frequent basis, to increase student progress towards reaching grade level standards in the content areas.

Improvements we plan to make during the school day in response to many of our ELLs performing below grade level on NYS ELA and math examinations, is having more volunteers from Learning Leaders trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for newcomer ELLs. Newcomer ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. In addition, our gifted & talented (G&T) students in our middle school academy have a block of time in their schedule dedicated to community service. ENL teachers have partnered with this program by providing training to these selected G&T students in how to assist struggling ELLs, in any subgroup, in supplemental math and reading support. Bilingual, middle school, G&T students in our academy, representative of the home languages of our ELLs, are often selected to provide this work of service. Moreover, we are using the Response To Intervention Program (RTI) for reading, which will address individual student needs and provide small group practice activities to help struggling students, including ELLs in any subgroup, in Grades K-2.

13. What programs/services for ELLs will be discontinued and why?

Discontinued programs and services

Due to the success of the programs and services offered in the previous academic year, as demonstrated in the 2015 NYSESLAT scores, PS 122 will continue to offer the same programs and services for ELLs with some changes and additions to instructional materials to also support ELLs in the content areas.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Equal access to all school programs

All ELLs are afforded equal access to all school programs through equitable programming of courses, enrichment programs and opportunities, and school events. ELLs, in all subgroups, participate in all aspects of school activities, including, but not limited to, physical education, art, music, dance, library access, trips, and after-school programs. For additional school day programs, please see response to question #10. Access to free afterschool programs include: ENL Newcomers Program, ENL/ELA Enrichment Program, NYSESLAT Test Prep, AIS Afterschool Program in collaboration with Sports and Arts Foundation, NYSESLAT Test Prep, and ELA and Math Test Prep. Due to teacher-parent communication through meetings and letters, ELL attendance in these programs from Grades 1-6 is a success rate of approximately 95%.

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

Materials used to support ELLs in all subgroups include Go Math, ReadyGen, Ready NYCCLS, FOSS kits for science in grades K-5, Wilson Foundations, Harcourt for 2nd grade social studies and for science supplement, Leapfrog, NYSESLAT test prep booklets, Words Their Way, Just Right Reading, guided reading sets, teacher created materials and visuals, as well as technology resources, which include Starfall, Reading A-Z, RAZKIDS, BrainPop and other educational web-based, child-friendly sites. We use Great Leaps as appropriate. Many of our classrooms and content specialty rooms are equipped with SMART boards, and all have computers and projectors to improve student learning. Native language support resources in all ENL programmed classrooms include: bilingual libraries, content area glossaries, and dictionaries; these resources are representative of the home languages present in our classrooms.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Delivery of Native language support in each program model

The ELL teaching staff uses various ELL strategies to teach their lessons across the content areas in their ENL programmed classrooms, with native language supports (by using bilingual libraries and glossaries, etc.), so students develop academic vocabulary in both English and their native language. Parents are often provided with bilingual literature and/or glossaries, and recommended educational websites to assist their child at home. In school, students are provided with bilingual picture dictionaries, bilingual word to word dictionaries, bilingual libraries with rich literature in various genres to help new ELLs develop their academic language skills. Newcomers are often encouraged to write in their home language during the writing block and other periods of the day to help make the transition from learning in their home language to English only. Materials used to teach the general curriculum are generally English only. However, when appropriate, and if available, the school will purchase copies of these materials in Spanish. Usually, Spanish is the only available language for these types of curriculum related materials. When possible, students are also partnered with a peer that speaks his/her home language to help the student follow the classroom flow of the day. For additional home language supports, please see response to question #3.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services, support and resources correspond to ELLs ages and grade levels (in all subgroups) through careful attention to student class/grade placement, IEPs (if applicable), grouping for small group instruction, and AIS. Support is provided by school administrators through programming special educators, guidance counselors, school psychologist, and social worker, and related service providers, as appropriate, through individual and/or small group counseling sessions for children of similar ages and or grades. For more information related to ELL-SWDs, please see response to #8.

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).

Assisting newly enrolled ELL students before the beginning of the school year

We assist newly enrolled ELLs before the beginning of the school year by inviting them to the school district's summer school ELL Enrichment Program, if available. If an email address has been provided, the Parent Coordinator will send information of City-wide DOE parent related events that are helpful to both new ELLs and their parents. Administrators and the Parent Coordinator welcome the new student and his/her family, providing guidance and information on general school practices, schedules and supports available. The classroom teacher welcomes the child and assigns a buddy. Lunch personnel greet the child and support them through the lunch and recess process. The ELL Coordinator also provides informational sessions and provides a variety of resources to help their child adapt to a new environment and a variety of ways to assist their child academically at home. In the beginning of the school year, the Parent Coordinator offers separate Curriculum Workshops and Math Workshops for parents, with simultaneous interpretation, in our top three languages, Arabic, Bengali, and Spanish. Separating these bilingual sessions, allow parents to ask questions and be more informed about their child's education. Other academic related workshops are provided for parents with interpreters throughout the school year by the both the ELL and Parent Coordinator.

19. What language electives are offered to ELLs?

Language electives offered to ELLs

PS 122 provides English and translation of content area learning and assessment in various languages to the greatest extent possible. Our goal is to offer our newcomer ELLs academic resources in their native language for day to day classroom learning and professional translators for New York State required assessments.

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)?

**Not Applicable.**

## 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.)

PD Plan for all ELL personnel

P.S. 122 Professional Development will focus on providing PD to all staff including school administrators, general education teachers, ENL teaching staff, special education staff, subject area teachers, psychologists, guidance counselors, related service providers, paraprofessionals, secretarial and office staff, parent coordinator, and school aides. Differentiated professional development will include, but will not be limited to, the following: use of data to inform instruction, specifically, on how to review, analyze, and compare data from the following: ATS Reports (RNMR and RLAT), ELA and Math Item Skill Analysis (ISA) Tool, Science Item Skills Analysis (ISA) Tool, NYC Performance Assessments, ReadyGen and GoMath units of study assessments, and other relevant school based assessments, as well as education in TCRWP, basic communications skills, allocating resources for translation services, guidance in meeting compliance and supporting family needs to name a few.

Professional Development in-house for our ENL teaching staff and other personnel will address the following areas: data analysis, best teaching practices for all ELL subgroups, guided reading, vocabulary development, resources and use of native language supports for newcomers, multiple entry points, CCLS, and specific domains related to Danielson Framework. The goal of our school is to ensure that all general education teachers and ELL teaching staff are trained in dealing with English language Learners in all phases of language acquisition. This training will be fulfilled by attending in-house PDs and workshops offered by the DOE and Teachers College in order to be in compliance with the State Department of Education. These PD opportunities will focus on improving differentiation of instruction both during the school day and during afterschool programs, such the Newcomers and the ENL/ELA Afterschool Enrichment Program, as well as the AIS, ELA and Math Test Prep Programs.

P.S. 122 Professional Development will also focus on providing new teachers with ESL training, helping to prepare former ELLs who have made the transition into a general education classroom, as well as ESL teachers who need to help ELLs meet and exceed CCLS. One objective in having our teachers attend Professional Development sessions is to help ELLs and former ELLs achieve grade level scores on all City and State assessments. This training was started approximately 12 years ago. Professional Development sessions recommended to our all teachers and personnel include, but are not limited to, the following areas: RTI for ELLs, using data to guide instruction, scaffolding content area subjects, adapting content area instruction through best teaching practices for ELLs. In house Professional Development will focus on providing PD to our ESL teaching staff in the use of data to inform instruction, specifically MOSL assessment results, NYS ELA, Math and Science scores, ATS Reports (RNMR and RLAT), and item skills analysis, scaffolding content area subjects, and adapting content area through best teaching practices for ELLs.

PD dates for current school year are as follows:

September 8

October 26

November 3 and 23

December 21

January 25

February 22

March 28

April 18

May 23

June 27

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 offered to teachers of ELLs related to Common Core Learning Standards

The goal of our school is to ensure that all teaching staff is well trained in helping our ELLs, in all subgroups, make the CCLS achievable for them. This training will be fulfilled by attending workshops offered by the DOE, OELLS, in-house Professional Development, Hunter College, and other content related sources.

Professional Development sessions recommended to our teachers include, but are not limited to, the following areas: RTI for ELLs (in all subgroups) and non-ELLs, best teaching practices in the content area subjects, differentiating instruction, strategies for academic language development, Danielson Framework, Wilson, and using data to inform instruction.

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

Supports for ELLs transitioning from elementary to middle school

The guidance counselor attends training and provides professional development to teachers of ELLs in child development, developing interpersonal relationship skills, and resilience when confronting challenging situations. In order to support our staff to assist ELLs as they transition from elementary to middle school, PS 122 encourages its ELL teaching staff to attend in-house

professional development or outside workshops, providing training in best teaching practices and strategies that are transferrable to middle school. Mentoring is also available to support our staff.

In addition, PS 122 supports its staff by helping the parents of ELLs make an informed decision about their child's transition from PS 122 to a middle school. The Parent Coordinator assists in this effort by organizing a Fifth Grade trip to a local middle school, IS141, for students and parents to view the school and have opportunities to ask questions and speak with designated staff at IS 141. In addition to the field trip, the Parent Coordinator also organizes a series of free workshops at our school to help parents and children make a transition to middle school. The workshop series is entitled "How Can I Help My Child in Middle School?". Presenters at the workshops are Learning Leaders volunteers. The presenters cover the following topics: What are middle schools like?, changes during adolescence, skills needed to do well in 6th Grade, and opportunities for parents (i.e. college, GED, ESL classes, computer classes, etc.)

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.

#### ELL Staff Training and PDs

Our school's goal is that all teachers and ELL teaching staff are trained in dealing with English Language Learners in all phases of language acquisition. This training will be fulfilled by attending workshops offered by the DOE and Teachers College in order to be in compliance with requirement as per CR Part 154.2. These PD opportunities will focus on providing differentiation of instruction both during the school day and during the ESL Afterschool Enrichment Program. In house professional development will focus on best teaching practices, building a strong Tier I for core instruction, RTI for ELLs, and Vocabulary instruction in the content areas. The ESL Coordinator keeps a record of in-house ENL related PDs. In order to receive credit for these hours, certificates of completion, agendas and attendance records are kept in the CR PART 154/Title III Binder and stored in the ESL Coordinator's office.

### 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?

In addition to parent-teacher conferences and other scheduled meetings provided for parents or guardians City-wide, PS 122 encourages its teachers of ELLs to meet annually with parents or guardians of ELLs during Parent Engagement Tuesdays. During this meeting, minimum of once a year, they are to discuss goals of the program, NYSESLAT results, and their child's language development progress, and language development needs in all the content areas. Teachers are required to make sure that a qualified interpreter/translator, in the preferred language of the parent/guardian, is present to provide parents this required information, as well as allow parents the opportunity to ask questions. Attendance for all ELL parents is recorded and logged by the teacher, which includes a parent/guardian signature, and placed in the teacher's ELL Binder. The teacher's supervisor will periodically review recorded attendance in the binder to ensure that teachers of ELLs have had a minimum of one annual meeting with parents/guardians before the end of the year. Translation/interpretation resources include: in-house bilingual staff, purchased services from an approved DOE vendor, or free DOE Translation and Interpretation over-the-phone services, as well as translation services to assist with parent/guardian correspondence. Teachers may contact Judy Milo, the Parent Coordinator and Language Access Coordinator for assistance.

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.

Individual teacher record logs related to annual individual meetings and parent outreach, as detailed in the previous response, are collected from all teachers of ELLs at the end of the school year by the ELL Coordinator and placed in the CR PART 154/Title III Binder, stored in the ESL Coordinator's office.

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

Our school recognizes and values involvement and participation with the parents and the community. PS 122 encourages broad participation of the families of our students through PTA meetings, parent workshops during the day, after school and in the evening workshops on such topics as English language acquisition, curriculum, math, nutrition, community resources, understanding and analyzing student assessments, using computers and technology, and parenting skills. A full-time Parent Coordinator serves as liaison to the community and provides outreach to engage the families as partners in the success of their children. The Parent Coordinator also maintains a family friendly room to further encourage parent involvement in a nurturing way. The school newspaper, published four times a year, and letters and notices translated in the top three languages (Arabic, Bengali, and Spanish) where possible, establishes ongoing communication between the home and school. The Parent Coordinator maintains an updated distribution list to send relevant information via Broadcast and email, where parents have provided their email accounts. Currently, the Parent Coordinator is working on improving communication with parents through the school's E-Board. Translation/interpretation resources available to parents at these workshops and meetings include: in-house bilingual staff, purchased services from an approved DOE vendor, or free DOE Translation and Interpretation over-the-phone services, as well as translation services to assist with parent/guardian correspondence in the school's top three languages. Judy Milo is both the Parent Coordinator and Language Access Coordinator, ensuring that translation and interpretation services are available to both parents/guardians and teachers.

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

With the help of our Parent Coordinator, PS 122 partners with various organizations such as Learning Leaders, Cornell Cooperative Extension, Health Plus, NAM: National Alliance on Mental Illness, and Arab American Breast Cancer Education and Referral Program (AMBER) just to name a few. Currently, volunteers from Learning Leaders are being trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for ELLs. ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. With regard to nutrition, the Cornell Cooperative Extension offers a series of 8 to 10 parent workshops in English and Spanish. Cornell also offers a workshop for parents on financial planning. In working with Health Plus, their representatives help provide parents with information about healthcare. In order to increase breast cancer early detection awareness, a representative from AMBER, an Arabic speaker from NYU, provides breast cancer education and screening information in the Arabic language to the female, Arabic speaking parent community of our school. Translation/interpretation resources available to parents at many these workshops and meetings include: in-house bilingual staff, purchased services from an approved DOE vendor, or free DOE Translation and Interpretation over-the-phone services, as well as translation services to assist with parent/guardian correspondence in the school's top three languages. Judy Milo is both the Parent Coordinator and Language Access Coordinator, ensuring that translation and interpretation services are available to both parents/guardians and teachers.

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

**Evaluating the needs of parents**

In order to address the needs of parents, parent surveys are often distributed schoolwide to invite suggestions for future activities and workshops. In addition, our administration, guidance and department coaches and specialists along with the Parent Coordinator, as well as other staff, are always available to address concerns through conferences, meetings, and telephone conversations. Translation/interpretation resources used to help us communicate with parents include: in-house bilingual staff, purchased services from an approved DOE vendor, or free DOE Translation and Interpretation over-the-phone services, as well as translation services to assist with parent/guardian correspondence in the school's top three languages (Arabic, Bengali, and Spanish). Judy Milo is both the Parent Coordinator and Language Access Coordinator.

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

**Addressing the needs of parents**

We offer workshops and activities based on parent feedback on surveys. The Parent Coordinator and other school staff work hard to accommodate parent availability to attend workshops and meetings in either morning, mid-afternoon, afterschool, or evening hours. The Parent Coordinator also offers a lending library with books and DVDs. The library contains K-5 children's books, to encourage parents to read with their children, and information for parents on character building and social issues. The Parent Coordinator also offers parents of ELLs beginner and intermediate level computer classes. Every the ENL department offers ENL classes for parents at the beginner and intermediate level, as well as provide child care while the parents are taking these classes. Translation/interpretation resources available to parents at many these workshops and meetings include: in-house bilingual staff, purchased services from an approved DOE vendor, or free DOE Translation and Interpretation over-the-phone services, as well as translation services to assist with parent/guardian correspondence in the school's top three languages. Judy Milo is both the Parent Coordinator and Language Access Coordinator, ensuring that translation and interpretation services are available to both parents/guardians and teachers.

**D. Additional Information**

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

**School Name: PS122 School DBN: 30Q122**

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)
Pamela Sabel	Principal		10/30/15
Anna Aprea and	Assistant Principal		10/30/15
Judy Milo	Parent Coordinator		10/30/15
Audrey Cheng	ENL/Bilingual Teacher		10/30/15
Yuli Michael	Parent		10/30/15
Athena Sfakianos	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
	School Counselor		10/30/15
	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
Ana Reyes	Other <u>Psychologist</u>		10/30/15
Maria Anglo	Other <u>Service Provider</u>		10/30/15
	Other _____		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **30Q122** School Name: **PS122**  
Superintendent: **Dr. P. C**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

At P.S.122Q, written translation needs have been assessed by running a RPOB report from ATS to analyze the number of home languages as per the Home Language Identification Survey forms filled out by the parents of our students. Other ways to collect home language preference data includes Blue Card data as well as Parent Preferred Language Surveys. We found the major languages spoken other than English to be as follows: Arabic, Bengali, and Spanish. In addition to the analysis of the RPOB and other data sources, we send out a parent survey informing them of the Department of Education's intention to provide translation and interpretation services for parents who need them. In order to provide parents with appropriate and timely information in a language they can understand, we also ask parents to fill out a survey indicating what language they would need translation or interpretation services. These surveys are collected by the classroom teacher; the goal is to have a complete class set, which is then given to the pupil accounting secretary to update parent language preferences in ATS. The ELL Coordinator uses this information to create a school log, and is updated regularly, to show parents'/guardian preferred language, by class and grade. Every year, each classroom teacher is provided a list of their students' parents'/guardian preferred language for oral and written communication.

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.

Parents Preferred Languages for both written and oral communication are as follows:

- English
- Spanish
- Arabic
- Bengali
- Greek
- Turkish
- Polish
- Punjabi
- Albanian
- Portuguese
- French
- Nepali

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

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

List of documents that require translation for our school:

- Parent Teacher Conference Announcements-Quarterly
- Meet the Staff Night-September
- Curriculum Nights- September and May
- Report Cards-Quarterly
- Title III Related Programming Notifications-Fall, Winter and Spring
- New York State Testing Information-Spring
- Parent Workshop Notifications-Monthly
- Special Meetings-As needed basis
- School Events-As needed basis
- Emergency Notifications-As needed basis
- Health Related Information/Notifications-As needed basis

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.

Face-to-face meetings held at our school:

- Parent Teacher Conferences-Sept, Nov, March
- Individual Annual Parent of ELLs Meeting-September-June
- Meet the Staff Night-September\_
- Open school week-September

- Curriculum nights-September
- Culture Night/May Parent evening conference to introduce what students need next academic year-May
- Tuesday Parent Engagement Day-September-June
- Parent Outreach by Guidance counselor-As needed basis
- LPT Meetings-As needed basis
- IEP Team Meetings-As needed basis

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

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

PS 122 is fulfilling notification requirements by sending written notification in the covered languages of parents' rights regarding translation and interpretation services and instructions on how to obtain language assistance services. We have also posted in many of our school's entrances, and in the main office, large posters, in the designated NYC DOE languages, indicating that parents may obtain copies of written notification in the Parent Coordinator's room. In addition to utilizing the NYC DOE Translation and Interpretation Unit over-the-phone-translation service, our school safety plan includes the names of available in-house staff, which is utilized by our staff to help parents communicate their needs and concerns with school administrative offices. These precautions are taken to avoid language barriers between parents and the school.

We also use Broadcast to notify and remind parents of special events at our school in their preferred language.

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.

Interpretation needs will be provided to parents during Parent Teacher Conference days, parent workshops, special meetings, and various events given throughout the year. We purchase these interpreting services from a DOE approved contractor and/or use in-house school staff who are fluent in the following top three languages present in our school community: Spanish, Bengali, Arabic. We also have staff that provides interpretation services in Urdu, and Punjabi. These services help PS 122 facilitate interpreting services to parents on Parent Teacher Conference days, during afternoon and evenings hours. In addition, for lower-incidence languages, we provide our staff with a designated area in the main office to access the DOE Translation Unit telephone hot line to conduct over-the-phone interpretation services to conference with parents who need it. For on-site interpreters (Spanish, Bengali, Arabic, Urdu, and Punjabi), teachers call down to the main office and request a translator to go to his/her classroom, as needed. We feel this is a crucial time to ensure that parents have a complete understanding of their child's needs and assessments.

We also intend to provide interpreting services for ELL related parent information meetings and orientations, Family Culture Nights, and various curriculum workshops given throughout the year. PS 122 also uses these opportunities to inform the parents of how to become involved in their child's education. We firmly believe that by working together in partnership we can elevate the level of each child's

achievement.

During other times (IEP meetings, annual conferences, etc.), we provide in-house interpretation by school staff. We also make use of the interpreting telephone services offered by the NYCDOE Translating and Interpretation Unit.

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

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

During PD training in September, all staff members will be trained on how to use over-the-phone interpretation services. At this training, we will ensure all teachers and staff receive a copy of the "I Speak..." card, which includes the phone number for over-the-phone interpretation services. A copy of the DOE language identification palm card, showing "I speak..." in 32 languages, is given to school security and office staff, so that it can be shown to limited-English proficient parents. After being shown the card, parents/guardians can point to identify their language. After a parent has identified their language on the card, school staff will find a qualified in-house bilingual interpreter or use over-the-phone interpretation services to aid the parent. The number for this service is written on the palm card. In addition, another PD will be provided to all staff in January as a refresher. During Monday PD Training, all staff will be notified ahead of time of available in-house staff or hired translators who will be available for interpretation/translation assistance for Parent-Teacher Conference days in that given month.

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

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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

PS 122 will fulfill parental notification requirements by sending written notification in the covered languages of parents' rights regarding translation and interpretation services and instructions on how to obtain these language assistance services. We have also posted in many of our school's entrances, and in the main office, large posters, in the designated NYC DOE languages, indicating that parents may obtain copies of written notification in the Parent Coordinator's room. In addition to utilizing the NYC DOE Translation and Interpretation Unit over-the-phone-translation service, our school safety plan includes the names of available in-house staff, which is utilized by our staff to help parents communicate their needs and concerns with school administrative offices. These precautions are taken to avoid language barriers between parents and the school.

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

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

Parent surveys will be used to gather feedback from parents to monitor the quality and availability of our services. The Parent Coordinator and Language Access Coordinator will schedule a focus group, inclusive of all cultures and languages in our school, to gather additional feedback to improve our language support services to aid parents.