

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **27Q124**

School Name: **P.S. 124 OSMOND A CHURCH**

Principal: **MARITZA WILLIAMS JONES**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Osmond A. Church School School Number (DBN): 27Q124
Grades Served: K-8
School Address: 129-15 150th Avenue, South Ozone Park, NY 11420
Phone Number: (718) 529-2580 Fax: (718) 59-2590 Ext. 2170
School Contact Person: Maritza Williams Jones Email Address: MJones3@schools.nyc.gov
Principal: Maritza Williams Jones
UFT Chapter Leader: Joanne Simmons
Parents' Association President: Deborah Capuano
SLT Chairperson: Claudia Patranoiu
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 27 Superintendent: Ms. Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd., South Ozone Park, NY 11419
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: (718) 642-5800 Fax: (718) 642-5705

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11417
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maritza Williams Jones	*Principal or Designee	
Joanne Simmons	*UFT Chapter Leader or Designee	
Deborah Capuano	*PA/PTA President or Designated Co-President	
Cynthia Lapsley	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Claudia Patranoiu	Member/ Teacher	
Gloria Farley	Member/ Teacher	
Eileen Lamana	Member/ Parent	
Assunta Soldano	Member/ Parent	
Roslyn Akbarally	Member/ Parent	
Dawn Lawrence	Member/Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Osmond A. Church is an elementary-middle school with 1327 students from kindergarten through grade 8, located in South Ozone Park, Queens. We are a universal Title 1 school. The current population is comprised of 21.2% Hispanic, 2.9% American Indian/or Alaskan Native, 47.1% Asian, 1.8% Pacific Islander, 24.6% Black, and 2.2% White. Boys account for 50.6% of the students enrolled and girls account for 49.4%. The attendance rate to date is 94.9%.

Our school mission distinguishes P.S. /M.S. 124 as an educational community where students, staff and parents collaborate to create an educational institution providing a foundation for life-long learners. It is our goal to inculcate all members of the school community with an understanding and acceptance of diversity, fostering individuality and creativity where high expectations are the norm for all students, through differentiation of the Core Knowledge Curriculum (CKLA K-2), Expeditionary Learning (Grades 3-8) and through the implementation of instructional strategies that maximize success for all students. Through ongoing data analysis coupled with individualized learning paths, students master their grade level Common Core Learning Standards in preparation for college, careers and other meaningful postsecondary opportunities.

As a school community, we reinforce these values daily with our school-wide affirmation:

"We will always treat each other as family. We will work together with our peers. We will follow all of the rules. We will stay strong and persevere." These values are evidenced by a school-wide culture of collaboration, social and emotional support, and rigorous academic standards.

All classrooms are equipped with SMARTboards and technology is infused within all areas of the curriculum, across all grades. Laptop and iPad carts are available to all classroom teachers with technology cluster teachers providing technical support as well as interdisciplinary opportunities for collaboration. Instructional software such as ST Math and iReady are used to assess student progress and provide instructional support. The use of the I-Ready Reading/Math Diagnostic Program customizes lessons based on student's initial assessments and on-going progress made. Students can access the program and instructional activities both in school as well as at home.

Moving forward, grades K-5 will be using the Fountas & Pinnell Assessment Program to benchmark and assess students throughout the school year. Teachers in these grades are moving towards creating a 100% F&P leveled libraries in which students in Grades K-5 will have opportunities to select reading materials that are appropriate for their reading level. Additionally, teachers will have an opportunity to assess students several times during the school year and to use the assessment results to tailor their instructional needs to meet the needs of all their learners.

Teachers are evaluating and reviewing the new NYS Scope & Sequence for Social Studies and collaborating with their grade level teams in order to teach the required standards. Across grades, teams of teachers have begun to create curriculum maps along with lesson plans to address the standards that are required in the Scope & Sequence for Social Studies.

Our STEM program has been expanded beyond a science cluster program in the fifth and sixth grades to include an after-school program for students in grades 4 through 8. This program is designed to increase student exposure to science opportunities and provide a forum for intra-school competition through Adelphi University. A mobile STEM lab provided through a grant from the Queens Borough President's Office contains resources for advanced investigations using computer probes and a digital microscope. This STEM program not only deepened our students understanding of science concepts, it also allowed our students to compete among other New York City and Long Island schools in the

Robotics competition. Additionally, our 6th grade students competed across the district in the District 27 Debate team, winning the 1st place trophy.

Our school recognizes parents as essential partners in their children's progress and has implemented system-wide initiatives to increase parent-school communication and inclusiveness. All teachers in grades K-6 utilize Engrade and teachers of grades 7 and 8 use Jupiter Grades to communicate regularly with parents and provide them with timely access to their child's academic progress. Going forward, in grades K-2, all classes will use Class Dojo to communicate with parents and as a positive reinforcement system for their students. Monthly theme nights are designed to provide families and staff the opportunity to socialize within a non-academic setting. In addition, school leadership has designated Wednesday evenings to "walk & talk" with the Principal as a way to engage in dialogue with parents and families. The school community raises awareness of health and wellness issues and supports charitable causes through monthly walks and celebrates academic success by publicly recognizing exemplary students at Parent Association meetings.

Middle school students who meet the requirements for academic performance and service are inducted into the National Junior Honor Society which organizes food, coat, and toy drives. Community partnerships with the Legacy Center, New Yorkers for Parks, the Ronald McDonald House, and other agencies reinforces the school's commitment to provide service learning opportunities for students and sustain a culture of shared responsibility, empathy, and tolerance. In an effort to educate our students and the school community about the dangers of fire safety, we participated in the NYFD Fire Education Program this year which included our participation in the "smoke house" activity. Our commitment to this collaboration earned us the 2015 FDNY Educator Award, which is granted to only one school in the entire city.

We are in the process of beautifying our school through hands-on cultivation of the grounds. Our students, led and instructed by our Science faculty have accepted the responsibility of planting flowers and plants on our grants and providing the seasonal care that is required to maintain the grounds. Additionally, the Community Based Organization (SAYA) along with the summer camp students will also be planting and maintaining a vegetable garden throughout their summer camp session.

Challenges

For the 2015-2016 school year, we are moving forward with a new administrative team (Principal (2nd year) & 2 Assistant Principals (2nd year)). It will be a challenge to redistribute the duties and responsibilities based on the strengths of each leader in order to promote and strengthen the team. We have reviewed the data from the prior three years in order to address the school's needs. We noticed that, in the past, there has been a low level of parent participation in school activities. In order to turn this around, we have increased the opportunities to partner with parents through carefully planned workshops, monthly family activities and an increase in access to student information and progress. Although Tuesday afternoons has been designated as Parent Engagement days, parental involvement and participation in school events continues to be a challenge for us. Our parent coordinator reaches out to parents through monthly calendars, phone relays and notices, e-mails and face-to-face canvassing. We will continue to reach out to parents and invite them in to the school to meet with teachers on Tuesdays during the designated parent engagement time and at other convenient times.

Strengths & Accomplishments

As a school community we are continuously evaluating the quality of instruction and taking steps to ensure consistent implementation of best practices grounded in the Danielson Framework. Through an ongoing cycle of professional development, application, and reflection, teachers are engaged in continuous professional learning with a particular focus on strategies to increase cognitive engagement for all students, especially SWD and ELLs. Rigorous curricula units derived from the Core Knowledge Curriculum are aligned to the Common Core Learning Standards and include multiple entry points for all learners such as multi-level texts, concept maps and technological resources.

- This year, we have purchased and used the I-Ready Common Core Aligned Diagnostic and Intervention Program. This program provided students with customized lessons, interactive activities and opportunities to improve both their ELA & Math Skills through computer-based learning. Students were able to access the program in school as well as at home.
- Teachers have integrated the Writer’s Workshop structure into the ELA curriculum in order to address the need to improve writing across the grade.
- Teachers have reviewed and evaluated the new NYS Scope & Sequence for Social Studies. They have collaborated across grades to create Social Studies curriculum maps & lesson plans aligned to the Social Studies standards.
- 1st place winners of the District 27 Debate Team
- In an effort to develop the Sciences within the middle school grades (6th & 7th grades), our STEM program was expanded to include the Lego Robotics Competition. We competed against other New York City & Long Island Public Schools, coming in as 2nd place winners for the overall competition.
- Recipients of the 2015 New York City Fire Department Fire Education Award
- Developments of school website so that parents have easy access to school information and events as well as access to their Children’s records.

Areas of Focus

The ELA instructional priority for this year is developing more authentic student writing through a school-wide focus on the writing process presented through strategies aligned with the workshop model. Student work products from multiple genres will be submitted according to a year-long pacing calendar. Professional development and just-in-time data analysis drive this initiative.

The key areas of mathematical focus are developing greater fluency and deeper understanding of mathematical concepts. In addition to both teacher-led and outside professional development, teachers utilize multiple resources from the Go Math program as well as the individually-guided instructional software program ST Math.

Analysis of student work is an ongoing process embedded in a collaborative culture of teacher team inquiry. In collaboration with the staff, the Monday and Tuesday afternoon professional learning opportunities have been configured to maximize the efficacy of this time, allowing for more in-depth teacher team work and targeted professional development.

We are proud that our school is in good standing. However, we recognize that there are areas of needs for which we have outlined and set goals along with strategies to address these gaps during this school year. We continuously strive to provide our students with the tools they need to be college and career ready. We are always learning together to improve our knowledge and craft to meet the needs of our students.

27Q124 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	1334	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	15	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	N/A	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	70.9%	% Attendance Rate		93.9%
% Free Lunch	52.5%	% Reduced Lunch		2.7%
% Limited English Proficient	3.6%	% Students with Disabilities		13.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.2%	% Black or African American		26.6%
% Hispanic or Latino	21.8%	% Asian or Native Hawaiian/Pacific Islander		46.5%
% White	2.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.02
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	31.1%	Mathematics Performance at levels 3 & 4		41.5%
Science Performance at levels 3 & 4 (4th Grade)	89.0%	Science Performance at levels 3 & 4 (8th Grade)		71.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.0%
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The 2013 -14 School Quality Guide reveals the following:

- 31% of students met the standards in the 2014 NYS ELA exam
- The average score on the NYS ELA exam was 2.6 out of 4.5
- School results in ELA slightly exceeded the City 7 District average of 28%, meeting standards
- 42% of students met standards on the 2014 NYS Math exam
- the average score of the school was 2.8 out of 4.5 on the 2014 NYS Math exam
- School results in Math exceeded the city average of 28% and the district average of 28%

Feedback from 2014-2015 Quality Review indicates the need to improve instructional practice by addressing an inconsistency in providing higher-order thinking questions to push students’ thinking as well as incorporating multiple entry points to support their distinct learning needs.

During the 2014-2015 school year, grades K-2 used the Core Knowledge Literacy Program (CKLA) and Grade 3 used the Ready Gen Program. Additionally, we introduced and added a Writing Workshop instructional period in order to address the gaps in writing and to improve writing skills across the school.

The reading assessment tool that was used for the past several years in grades K-8 (Renaissance), is not fully aligned to the CCLS and does not provide teachers with a thorough analysis of student progress. Therefore, a priority need is to implement an assessment tool that includes baseline and benchmark assessments that will provide teachers with accurate information regarding their student performance. Beginning in September of 2015, we will be assessing students’ reading levels using the Fountas and Pinnell assessment for grades K – 5 and implementing the Expeditionary Learning Program in grades 3-8. As a result of using the new assessment tool and program, students’ strengths and weaknesses will be addressed through multiple entry points and scaffolding of instruction. The use of a wide range of materials in the classroom will support student needs and are necessary to develop student s’ skills and understanding .

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, 60% of students in K-5 will show gains in reading as evidenced by moving 2 levels in the Fountas & Pinnell scale from the Fall 2015 baseline assessments .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Benchmark students during the 2015-2016 school year using the Fountas & Pinnell kit and use these results to provide supports for students</p>	<p>K – 5 students</p>	<p>September 2015 – June 2016</p>	<p>K – 5 teachers Assistant Principals Principal AIS providers</p>
<p>Implement the workshop model in a 90 minute block for ELA</p>	<p>K – 5 students</p>	<p>September 2015 – June 2016</p>	<p>K – 5 teachers</p>
<p>Identified students will receive literacy intervention during and after school</p>	<p>K – 5 students</p>	<p>September 2015 – June 2016</p>	<p>K – 5 teachers Assistant Principals Principal AIS providers</p>
<p>Teachers, administration and Parent Coordinator will work collaboratively with parents to improve student outcomes, preparing students for success in school and beyond by providing hands-on literacy workshops and instructional website (Iready) to help parents support their children with additional strategies.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>K – 5 teachers Assistant Principals Principal Parent Coordinator</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.

Fountas and Pinnell benchmark kit, Expeditionary learning, Parent Coordinator. Teachers will analyze student work once a week during the school day in grade meetings. After school and Saturday programs to support literacy, per session to provide after school programs .

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

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

Part 5 – Progress Monitoring

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

By February 2016, 60% of students will improve at least one level from the baseline Fountas & Pinnell assessment .

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

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

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

Part 1 – Needs Assessment

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

An analysis of the Learning environment survey indicate the following:

- Parents, teachers and students believe our school is a safe and supportive environment
- 80% of students believe that most students at the school treat each other with respect
- 14% of student responses indicate that students do not treat adults with respect
- 26% of teachers & 23% of parents stated that students bully or harass other students

Feedback from the 2014-2015 Quality Review states: “School leaders ensure that all staff is consistently informed of the school’s expectations through ongoing communication and differentiated professional learning opportunities. Within the school community, stakeholders take responsibility in positioning students on a path to college and career readiness.”

As a new administration, we have established a priority need to uphold a culture of respect among all stakeholders. In order to accomplish this, we are implementing new programs and activities to enhance the school culture. Priority need is the social-emotional climate in the middle school where students feel supported and safe.

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, there will be a minimum of 5% increase of positive student responses (regarding respectful interactions) on the school survey report as a result of the implementation of various activities and programs focused on Respect for All.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School-wide monthly core themes .	K-8 Students, Teachers, School Community	September 2015 – June 2016	Principal, Assistant Principals, Classroom Teachers, Parents
Partnership with Community Based Organizations including SAYA and Legacy	K-8 Students	September 2015 – June 2016	Community Based Organization Staff
Monthly health & wellness walks	K-8 Students, School Community	September 2015 – June 2016	Principal, Assistant Principals, Classroom Teachers
Parents participate in school activities including cultural celebration days.	Parents, Students	September 2015 – June 2016	Principal, Assistant Principals, Classroom Teachers, School Community

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.											
Teaching Staff, Guidance Counselors, Community-Based Counselors, Legacy Center Staff (for training, professional learning resource -The 7 Habits of Effective Teenagers)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, school community will participate in 5- themed walks to increase student s’ empathy towards others, attend assembly programs and activities during Respect for All Week .

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

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

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

Part 1 – Needs Assessment

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

Based on the 2013-2014 School Quality Snapshot, 31% of students met State standards on the New York State ELA exam. The average score at the school was 2.6 out of 4.5. It is important to note that the school scored above city and district average of 28%. The 2014 baseline NYC Performance Assessment results indicated that while most students were able to read and cite evidence from the texts, their organization and development of the writing task were below the standard.

The 2014-2015 Quality Review notes, “Grade and vertical teams across the school are engaged in professional collaborations related to curriculum development, the integration of the Common Core Learning Standards, analyzing student work, and assessment data.”

Advanced data was analyzed for pedagogical performance and we found that teachers needed to deepen their understanding of content and better plan as evidenced by their scores in Components 1a and 1e of the Charlotte Danielson Framework. As a K-8 school, a priority need is for teachers to communicate with each other in grade and vertical teams in order to improve their practice with a focus on the vertical expectations of the ELA Common Core Learning Standards. Increasing instructional coherence will address student gaps and support academic strengths .

Part 2 – Annual Goal

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

By June 2016, teachers will work collaboratively in teams to develop units aligned to the Common Core Learning Standards to support and challenge students as evidenced by 50% of teachers increasing at least one level in components 1A and/or 1E of the Danielson Framework for teaching .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers will be observed at least 4 times and provided with feedback and next steps following each observation.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals</p>
<p>All teachers will participate in Professional Learning on Monday afternoons to strengthen classroom instructional planning and practice.</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Grade leaders, Assistant Principals</p>
<p>Grade literacy training and curriculum nights for parents</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Teachers, Assistant Principals, Principal</p>
<p>English Language Learners will receive instruction through pull-out and push-in programs</p>	<p>English Language Learners</p>	<p>September 2015 – June 2016</p>	<p>Teachers of English Language learners</p>

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 25% of teachers will move up one level in component 1A and/or 1E on the Danielson Framework.</p>
<p>Part 5b. In February 2016, 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

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

On the December 2014 School Quality Review, Indicator 1.2 (pedagogy) was the area of focus with a Developing rating. The reviewer indicated that, “The result of inconsistent teaching practices and strategies across the school has led to students being exposed to tasks that do not support their specific needs and missed opportunities for students to demonstrate their thinking through their work products. Teachers inconsistently provide higher-order thinking questions that push students’ thinking or multiple entry points to support their distinct learning needs.”

The school also received a Developing in the School Quality Review Indicator 2.2 which identified a further need to increase teachers’ use of on-going checks for understanding to gather and track data to be used to adjust both curricula and instruction in order to meet the needs of all learners. Teachers are active participants in the process of refining pedagogical practice and support one another through inter-visitations, grade teams and instructional walks with a particular focus on the Danielson Domain 3. Based upon the analysis of our data, we established our instructional focus, “Challenging all students to be actively involved in the learning process.”

The teacher ratings in Advance and the Quality Review results have confirmed the priority need to improve teacher pedagogy so that instruction addresses the various needs of our students that results in the production of meaningful work products. The Principal and Assistant Principals all began working at PS124Q in Fall 2014 and will provide on-going differentiated support to teachers.

Part 2 – Annual Goal

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

By June 2016, administrators will observe teachers at least 3 times and provide targeted and actionable feedback to staff resulting in 50% of teachers improving a minimum of one level in 3B, 3C and/or 3D of the Danielson Framework .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Meet with every teacher in the beginning of the year for an Individual Planning Conference to establish professional goals</p>	<p>All K-8 Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Design Teacher Improvement Plan and work closely with teacher who received overall rating of “Developing”</p>	<p>Teachers rated “Developing”</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Observe teachers at least 3 times and provide teachers with rubric-based feedback following observations</p>	<p>All K-8 Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Provide on-going Professional Development for teachers on strategies to engage all students in learning including Students with Disabilities and English Language Learners</p>	<p>All K-8 Classroom Teachers, Students with Disabilities, English Language Learners</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Teacher-Led Professional Development, Citywide Professional Development</p>

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

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

By February 2016, administrators will observe all teachers at least 2 times and provide feedback, resulting in at least 25% of teachers showing improvements in 3B, 3C and/or 3D of the Danielson Framework

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas & Pinnell benchmark, results from NYS test and teacher recommendation	Fountas & Pinnell Intervention (grades 1 & 2) Differentiated instruction in all ELA classes	One 50-minute period, 3-5 times a week, based on needs. Students are instructed in small groups.	Services provided during the school day as well as during after school
Mathematics	GoMath Inventory test, NYS test and teacher recommendation	Differentiated instruction in all math classes – RTI, Tier I. Through frequent content and skills based assessment, the effectiveness of Tier 1 will be determined. Students who need small group strategic instruction will be referred for Tier II instruction.	One 50-minute period, 3-5 times a week, based on needs. Students are instructed in small groups.	Services provided during the school day as well as during after school
Science	Teacher recommendation and 4 th grade NYS science test	Hands-on experimentation infused within classroom science instruction. Science lab equipped to provide Tiers II and III interventional services.	One 50-minute period of AIS instruction in Science per week in small groups	Services are provided during the school day
Social Studies	Social studies period tailored to meet the needs of individual students including Tiers II and III intervention services.	Social studies period tailored to meet the needs of individual students including Tiers II and III intervention services.	Small groups	Services are provided during the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Assists all students experiencing behavioral and or emotional issues.	Group and individual counseling providing guidance and crisis counseling during the school day. Assists all students experiencing behavioral and or emotional issues.	Small groups, one-on-one.	Services are provided during the school day
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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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The PS/MS 124 teaching staff is 100% highly qualified as indicated in the BEDS survey. Through networking conducted by the Administrative Team qualified pedagogues are hired if a vacancy is declared. To ensure that we hire highly qualified teachers that are competent in their pedagogy, the leadership team has collaboratively designed a rubric used during the hiring process. Candidates are screened using a rigorous hiring process which includes an in-depth interview in which candidates must demonstrate their knowledge of the Common Core Standards and the attributes of a highly effective teacher according to the Danielson Framework for Teaching. Leadership team attends city-wide hiring hall as well as collaborates with Queens College's Education Department, seeking future educators for our school.</p> <p>The highly qualified staff holds licenses in: Early Childhood, Common Branch, Gifted and Talented, English, Math, Social Studies, General Science, Life Science, Social Work, Psychology, Speech, Occupational Therapy, Physical Therapy, Special Education, Physical Education and Administration.</p> <p>Highly qualified teachers are maintained through providing opportunities under the umbrella of distributive leadership. E.g.</p> <ul style="list-style-type: none"> • Grade leaders • Team Leaders • Opportunities to participate in the STEM Teacher-Led Team • New teacher team meetings • Peer mentoring • Inter-visitation and feedback <p>Opportunities for rich, collaborative dialogue regarding school-based decisions via the Principal's open door policy</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).

The professional development model is comprehensive and includes weekly PD in the following contiguously linked model:

- Core Knowledge alignment of the strands to the CCLS
- Charlotte Danielson “Framework for Teaching” aligned to Advance
- Task assessments aligned to the Core Knowledge Program and the CCLS
- Workshop Model w/ emphasis on Writing across subject areas

The Professional Development program is differentiated based on teacher need. The Professional Learning Committee meets regularly to assess PD needs and arrange for specific professional learning opportunities.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The school provides an orientation meeting for parents of preschool students entering the elementary school program. Information packets are also provided for parents. Parents are invited in the beginning of the school year to meet the teacher and view the classroom; additional support is provided as needed .

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.

The administration meets with a committee of teachers (MOSL committee) to discuss assessment options. The Professional Development Committee makes decisions regarding the implementation of programs and assessments throughout the school year. The school provides professional development for staff on how to use these results and data to improve instruction

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	607,927.00	X	Pages 12-20
Title II, Part A	Federal	163,981.00		
Title III, Part A	Federal	11,200.00	X	Pages 12-20
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,381,513.00	X	Pages 12-20

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 124Q, 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. Services are provided during the school day will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[PS/MS 124] , 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>Osmond A. Church</u>	DBN: <u>27Q124</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>62</u>
Grades to be served by this program (check all that apply):
<input checked="" 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 checked="" 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>2</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>5</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: _

ELL students are included in afterschool AIS classes under separate funding. These classes are taught by common branch teachers and run from November 5, 2014 through April 23, 2015.

A thirteen week Saturday ELL Academy will commence January 10, 2015 and continue through at least April 23, 2015. Each session will last 3 hours from 9:00 AM-12:00 PM. The program design for the ELL student in all subgroup populations is conducted in English by one ESL-certified teacher who was recruited from outside the district and two additional teachers on staff, one of whom has a foreign-language license, the other has a common branch license. Teachers will plan curriculum together in three sessions. Each session will last for one hour. All ELL students are in targeted tiered groups aligned to their instructional levels in ELA, math, and writing.

All ESL students in grades 3-8 will be invited first to participate in the program and depending on the response, Grades K-2 will be invited if there is room. Students will be placed in tiered classes based on their NYSESLAT levels and data derived from Renaissance Star Reading and baseline assessments. Present breakdown of students is as follows: Kindergarten (4B,2I, 6A), Grade 1 (2B,2I, 5A), Grade 2 (2B,3I, 7A), Grade 3 (2B,0I, 5A), Grade 4 (3B, 3I, 3A), Grade 5 (0B, 1I, 5A), Grade 6(1B, 0I, 3A), Grade 7(0B, 1I,2A). Total students equal to 62. The program will be inclusive of the following skills development:

*Infuse skills and strategies in phonics and structures linguistics through the SRA targets including cross-curricular connections and opportunities for practice in reading comprehension, listening and speaking (expressive and receptive language skills.)

* Classrooms have leveled Core Knowledge content literature on the tiered, identified reading level. ESL teachers incorporate model lessons, guided reading groups and one on one conferencing focusing on student individually targeted goals.

*Students are provided dual language- books to support development of vocabulary and cross comprehension.

*Math ESL intervention incorporates Go Math ancillary materials that support classroom instruction and problem-solving. Math manipulatives are used for hands-on experiences.

*Additional materials to support the tiered program include the dual-level Continental Jump Start Program, Finish Line Skills Series. Dual language books are acquired through Sundance-Newbridge in Spanish, Hindi, Arabic, and Punjabi.

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: _

A comprehensive professional development program is provided for all teachers of the Title III and ELL school programs as part of a school-wide focus on improved pedagogical practice infused with differentiated ESL strategies and RTI strategies.

Spiraled topics include Go Math, Task Analysis, the Common Core Learning Standards, as well as training

Part C: Professional Development

in effective pedagogy as described in the Danielson Framework for Teaching, with a particular emphasis on components 3b (Using Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction).

The ESL lead teacher and AIS support staff in Core Knowledge, reading and math confer weekly to review data targeting student-identified strengths and specific areas to target. Additionally, ESL teachers provide a series of targeted, grade-specific professional development workshops to the entire teaching staff during contractually-mandated professional development sessions. These sessions target the following:

*Grade-specific pedagogical strategies for ELL students

*Differentiation of tasks inclusive of literacy, math, science, and social studies

*Effective parent outreach

Teacher training is extended through weekly collaborative planning sessions which take place during the school day or during the contractually mandated extended time allocated to professional development.

In addition, professional development will be provided by a certified ESL teacher for the foreign language teacher and the common branch teacher participating in this program. There will be two sessions. Each session will last one hour and will take place after school from 2:30 PM-3:30 PM during the month of December. Additional training for pedagogical staff during afterschool sessions is intended, but dependent on staff availability.

Professional development is provided for ESL teachers through CFN 531 and includes sessions on effectively using data gleaned from standardized and formative testing to target specific areas of weakness.

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: _

PS/MS 124 is dedicated to increasing parental/guardian involvement of all ELL students to positively impact student achievement and assimilate families into the school community. To this end, the Administrative team of Principal Maritza Williams Jones; Assistant Principals M. Alarcon, T. Babb, and J. Bonner; Parent Coordinator C. Lapsley; Core Facilitator J. Lefante; ESL teachers G. Lindman and M. Lisnitzer as well as other staff members, work collaboratively to promote parental involvement. Weekly workshops are offered for parents during the parent engagement session of the contractually mandated extended professional time addressing the following topics:

* Common Core State Tests: ELA and Math

* The High School Process

* Adjusting to Middle School

* Supporting Your Child at Home

* Engrade

*Jupiter Grades

*Art and Culture

*Bullying

* Supporting your Child Through Technology

* How to Navigate Through the DOE Website

Part D: Parental Engagement Activities

Additionally, ESL-certified teachers will offer parent workshops from 9 AM-11 AM on Saturday mornings on the following dates:

January 31, 2015- Navigating the DOE Website for Information to Assist the ELL Student

February 28, 2015- A Closer Look at the Common Core State Tests

March 28, 2015 -Online Resources to Assist Your Child in School

April 25, 2015 - The Local Library and Other Community Resources

-
These workshops will also be offered once a month on Friday mornings before school from 7:30 AM to 8:00 AM on the same topics for parents who are unavailable the previous Saturday. They will be alternately presented by ESL-certified teachers, M. Lisnitzer and G. Lindman, and are tentatively scheduled for February 6, 2015, March 6, 2015, March 27, 2015 (scheduled before the Saturday due to Spring Recess), May 1, 2015, and June 5, 2015. This last workshop will focus on maintaining english language skills over the summer break. The ESL teachers presenting these workshops will participate in six one-half hour planning sessions that will take place before school from 7:30 AM-8:00 AM during the months of December and January.

Additionally, seven parent workshops that are both recreational and social are planned once a month in the evening from 6:00 PM-7:30 PM. These family events are designed to increase the social contact our immigrant families have with each other, and foster a more cohesive and tolerant school community. Planned workshops will be staffed by a common branch teacher and our principal who is ESL-certified. Dates are: November 24, 2014 - Craft Night, December 22, 2014- Bingo Night, January 26, 2015-Movie Night, February 23, 2015- Chinese New Year Night, March 23, 2015- Pajama Book Jam Night, April, 27, 2015- Earth Day Night, May 18, 2015- Bring a Rake Night. Title III funds will partially fund these events. The balance of funding will come from other school funds.

The ESL teachers and guidance counselors, R. Semper and T. Heaton collaborate with the parents of ELL students to prepare for the high school application process. The counselors, and translators when necessary, meet with the parents/guardians during conventional school hours to review the high school application and assist in its completion.

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Part E: Budget

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

Allocation Amount: \$_____

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"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 124
School Name Osmond A. Church PS/MS 124Q		

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 Maritza Williams Jones	Assistant Principal Yassine Agouab
Coach type here	Coach
ENL (English as a New Language)/Bilingual Teacher Marci Lisnitzer	School Counselor Thomas Heaton
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Cynthia Lapsley
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1289	Total number of ELLs	70	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input 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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0					0
Dual Language	0	0	0	0	0	0	0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	52	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	52	0	2	16	0	6	2	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	4	2	6	5	6	0	2	0					0
Emerging (Low Intermediate)	2	0	6	1	2	0	0	0	0					0
Transitioning (High Intermediate)	0	1	2	3	3	2	0	0	0					0
Expanding (Advanced)	0	4	3	2	1	3	5	2	1					0
Commanding (Proficient)	0	3	2	3	4	2	4	1	3					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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	1	4	0	3	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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	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
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
In order to assess the early literacy skills of our ELLs, PS/MS 124Q uses various tools. First, we look at any NYSITELL or NYSESLAT data to determine students' levels in the 4 modalities. We also assess using the Dolsch sight word lists, letter recognition charts, number charts, quick writes, basic vocabulary exercises, etc. In addition, we use the I-Ready program in ELA and math. This program is aligned to CCLS standards and differentiates lessons for the needs of each individual student. Students work on I-Ready in their classrooms multiple times each week and they can access the program at home as well. Teachers can monitor student progress through this program. If teachers find that students are having difficulty in mastering a specific skill or strategy, we differentiate lessons to target that need. We use Fountas and Pinnell to assess the students' reading levels three times a year. Based on the results of all of these assessments, we develop lessons and activities to help them improve their reading, writing, speaking and listening skills. We are constantly assessing students informally and formally to make sure they are actively engaged and showing improvement.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our current data reveals a higher concentration of entering and emerging students in second through 5th grades. By middle school, most students are at the expanding or commanding levels. Most students who are eligible for the NYSITELL are testing at an entering or emerging level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

PS 124 currently offers a freestanding ENL program. There are many different home languages represented in each class. Instruction is delivered in English. Children who can read in their home language are provided dictionaries as well as bilingual glossaries by content area. When available and appropriate, for example with the Go Math curriculum, students are given books in Spanish and take classroom tests in Spanish as well. We partner "entering" students with students who speak the same home language whenever possible so that they are supported in their home language. For the state math test, students are given translated exams or interpreters depending on the language. Our data, as indicated in the chart in Part 3 - Assessment Analysis, shows us that tests taken in the home language are not impacting results significantly, as only 1 student in this category scored above a 1 last year in math. Students do appear to score higher on the 4th grade science exam than on math as there were no level 1's last year.

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](#).]

All ELLs are exposed and participate in the core curriculum regularly. Various assessment tools, such as Fountis and Pinell and I-Ready, provide concrete data to drive instruction. While core instruction (Tier I) serves 80% of students' needs, others will need extra attentions and more scaffolding (Tier II). Tier II is instruction that is driven to serve about 15% of students where lessons are differentiated to meet the needs of our ELLs. Additionally, some students might need intensive instruction (Tier III) where instruction has to be individualized such as small groups or 1:1. Generally, about 5% of students fall under the Tier III category.

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

Our students' English language development is of paramount importance when making instructional decisions for all students. We facilitate second language acquisition using techniques such as: graphic organizers, interactive vocabulary boards, sentence starters, classroom labels, picture dictionaries, patterned response writing, etc. In addition, teachers are aware that ELLs may not have the same cultural and educational experiences as other students so we make sure to find out what students already know and build background knowledge when necessary upon starting a new unit or concept to help bridge any gaps. ENL teachers collaborate with classroom teachers to offer ENL strategies and suggestions to ensure the needs of the ELLs are addressed in their classrooms. Within the classroom, students are frequently assessed both formally and informally to gauge their understanding of new vocabulary and concepts as well as skill development. Every other Tuesday, teachers meet in inquiry teams where they examine student work and discuss different techniques and strategies to help students improve. ENL teachers circulate to the various teacher teams to provide support in planning for ELLs.

7. For dual language programs, answer the following:

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

N/A

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

The success of our ENL program is evaluated both objectively and subjectively. First, we look to see how our students moved on the NYSESLAT. We further extrapolate that data by comparing modalities from year to year. In addition, we look to see if our students met their AMAO and what percentage did so. For students eligible to take state tests, we look to see how our ELLs performed. We also look to our FELLs to ensure that they are improving in both state ELA and math exams, as well as other state exams. In addition, we evaluate individual student growth by assessing the level of involvement in the classroom, the behaviors, adjustment to school expectations and overall ability to thrive.

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.

We administer the Home Language Identification Survey to determine the student's home language as part of our general intake procedure. In step 1, a licensed and trained pedagogue assists the parent or guardian in completing the HLIS. Most parents bring a family member or friend who speaks their home language to help complete the HLIS. If a translator is needed, we call on key staff members in our school community who can assist. In addition to the interview, if there is one question on the HLIS part 1 (questions 1-4) and two questions on the HLIS part 1 (questions 5-8) that indicate a language other than English, then we administer a more in-depth interview with the student in which we assess whether the student has oral and literacy skills sufficient for the grade into which the student is enrolling. If after the interview, it is deemed that the student's dominant language is a language other than English, we administer the NYSITELL. This is all completed within 10 school days. Newly identified ELLs whose HLIS indicates a home language of

Spanish are administered the Spanish LAB during the 10-day testing window. If there are indications that a student has had an interruption or inconsistency in their formal schooling, and they are in grades 3-9, we administer the oral interview questionnaire and the LENS.

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

If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process. First, we administer the oral interview questionnaire. Then, we administer the Literacy Evaluation for Newcomer SIFE (LENS) if the student's home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish. SIFE status must be determined within 30 days of enrollment.

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).

If a newly enrolled student enters with an IEP, our language proficiency team will determine whether the student qualifies for NYSITELL testing. Our team consists of an assistant principal, one ENL teacher, a special education administrator and the student's parent or guardian. The team, along with a parent and a qualified translator, will perform the following steps to make its determination within 20 school days of enrollment. First, the student will be interviewed in English and their home language and the results will be discussed by the LPT. Next, the team will look at the student's history of language use at school and at home. Then, the student will be given assessments in his/her home language which the team will evaluate. The team will use information provided by the Committee on Special Education to determine whether the student's disability is the factor affecting whether the student can demonstrate English proficiency. Based on all of this evidence, the LPT will decide whether the student should take the NYSITELL or not. If the LPT decides that the student does not have language acquisition needs, the recommendation is sent to the principal for review whereby the principal will either accept or reject the recommendation. If the principal rejects the recommendation, the NYSITELL must be immediately administered. If the principal accepts the recommendation, it will be sent to the superintendent for a final decision. We notify the parent/guardian within 3 school days of the decision in their 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.

After a student takes the NYSITELL and their grid is scanned, it will be determined whether the student is eligible for ELL services or not. At this point, the ENL teachers immediately send home entitlement or non-entitlement letters so that parents are sure to receive notification within 5 days. For students who are picked up by parents/guardians, we hand deliver the letters at dismissal. All other letters will be sent home via first class mail. We ask that parents/guardians sign and date the forms and return them so that we know they have received them.

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 parents/guardians of every student who has received NYSITELL screening, is given either an Entitlement Letter or a Non-Entitlement Letter, in their preferred language from the ENL teachers. In the last paragraph on each letter, it states that if the parent/guardian feels that their child's ELL status should be reviewed or reassessed, they can contact the ENL teachers within 45 days of their child's enrollment. A log is kept of all letters that are sent home to parents/guardians of students.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The structure of the parent orientations in our school ensures that parents understand the three program choices available to them. At the orientation, the ENL teachers show the parents a video in their preferred language, that describes in detail the three program choices that are available across the city. In addition, the parents receive the Entitlement letter which describes the programs in their preferred language. The ENL teachers walk the parents through the letter and answer any questions about the programs after viewing the video. This mandated orientation is scheduled every tenth school day for the first 6 weeks of school (three different orientation dates). This ensures that all parents are offered a viable meeting time within ten school days of the enrollment of their ELL child. If a parent is unable to attend the first orientation, they will receive an invitation for future orientations as scheduled until they are orientated. If after 6 weeks, a parent has still not attended, we contact them to make an appointment for a one on one orientation at their convenience. This system ensures that we can fill in "offered" in the ELPC screen on ATS within 20 school days. Once a parent makes a decision, we change the "offered" to their first choice.

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.

Most of the time, parent surveys and program selection forms are completed at the parent orientations so they are returned in a timely manner. In the event that a parent does not attend an orientation or one on one appointment, we contact the parents via telephone to inform them of their choices and explain that we will be sending these documents to them and require their signature and return. At this time we do not have the student population to support a bilingual program so our default program is ENL. The ENL

teachers keep a computerized log of parent program choices and we keep the program selection forms on file. Completed parent surveys and program selection forms are photocopied. The originals are placed in the student's cumulative folder and the copies are kept in an ENL binder. At that time, the selection is noted on the ELPC screen in ATS.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parents receive Parent Survey and Program Selection forms in their preferred language. We keep an updated list of which parents have not returned the forms. We continue to try to contact them until all forms are returned. The ENL teachers keep a log of every Parent Survey and Program Selection form that is sent home. If we do not receive the forms back, we send home another form in the preferred language and track this on our log.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parents receive placement letters in their preferred languages once the student's program has been determined. The ENL teachers send the letters home with students in their backpacks. The ENL teachers keep track of the letters that we send home on a log.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Completed Home Language Identification Surveys, entitlement/non-entitlement letters, placement letters, parent surveys and program selection forms are photocopied. The originals are placed in the student's cumulative folder and the copies are kept in an ENL binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL teachers print out the RLER each spring to make sure that we know which students are eligible to take the NYSESLAT. The speaking section is administered individually by an ENL teacher who is not the student's ENL or ELA teacher. Books 1, 2 and 3 are administered on 3 different days sequentially. Make-up exams are given individually. All test security procedures are strictly followed according to the NYSESLAT manual.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
For students who are picked up at dismissal by parents/guardians, the ENL teachers hand deliver the continued entitlement and transitional support parent notification letters in the preferred languages at dismissal. All other letters are sent home via first class mail. We ask that parents/guardians sign and date the forms and return them so that we know they have received them. We keep track of the letters that we send home on a log.
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).
The ENL teachers refer to the ELPC to review the parent program choices. Historically, the majority of the ELL parents of newly-enrolled ELLs request the freestanding ENL program. Last year, out of 23 newly-enrolled ELLs, two parents requested a bilingual program as their first choice. All others requested the freestanding ENL program as their first choice. So far this year, out of 19 newly-enrolled ELLs, 13 parents have attended orientations. 4 parents have chosen dual language programs as first choice, 2 parents have chosen bilingual programs and 7 have chosen ENL freestanding programs. The other 6 have not responded to date. Program models are aligned with most parent requests as most have requested ENL as their first choice. The reason we do not offer the other program choices is that we do not have sufficient ELLs with the same L1, same parent requests, and in two contiguous grades to create either dual language or bilingual programs. We will continue to closely monitor parent choice so that in the event that we have sufficient numbers in a specific language group requesting the same choice, we can quickly fulfill that preference.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
At PS/MS 124Q we currently only have a freestanding ENL program. Students who are at transitional level and above receive 180 minutes of integrated ENL in their mainstream classrooms. Students who are entering and emerging receive 180 minutes of integrated ENL as well as 180 minutes of stand alone ENL in small groups outside of the mainstream classroom. Children are grouped by grade (no more than 2 contiguous grades) and proficiency level for small group instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Currently, through careful programming and utilization of the certified ENL teachers in our school, we maximize our time so that as many ELLs and FELLs as possible are receiving their instructional minutes according to their proficiency levels.
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.
In the integrated portion of our ENL program, core content is delivered in the general education classroom with facilitation by the ENL teacher. Curriculum is enhanced by charts, illustrations, picture dictionaries, and hands-on activities to support comprehension. Students are paired with other students who speak the same home language to complete classroom activities. In the stand-alone ENL portion of our program, we pull out small groups of ELLs and focus on skills and strategies that align with the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Currently, our Spanish-speaking ELLs have "Go Math" books and workbooks in Spanish. They are evaluated in Spanish on classroom assignments as well as quizzes and tests.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL progress is constantly evaluated through various formal assessments as well as informal assessments. Assessments such as iReady (utilizes listening and reading skills) and Fountas and Pinnell (reading, listening and speaking) are used in the classroom. Additionally, teachers implement the Teacher's College Writer's workshop model which assesses writing. Mainstream classroom teachers and ENL teachers confer with students about their classwork and homework on a consistent basis. In these conversations, students are expected to be able to speak about their work.
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

For newcomers, ENL teachers deliver integrated and stand-alone instruction throughout the day. In the integrated program, ENL teachers work with students in the classroom. ENL teachers provide explicit instruction based on the Common Core curriculum. We provide sentence starters, graphic organizers, vocabulary building activities, and we provide materials and tasks that have been customized to meet the needs of the students and the Common Core goals. In the stand alone program, ENL teachers work with ELLs in small groups. ENL teachers focus on their needs based on their proficiency level and what we see in the classroom.

For developing students, ENL teachers focus more on writing skills and strategies based on the Common Core curriculum. ENL teachers use graphic organizers and teach outlining and notetaking techniques to help them be successful in their writing. We also focus on reading skills and strategies such as inferencing, close reading techniques, supporting ideas with evidence from the text, etc. After observing and conferring with students and classroom teachers, ENL teachers design materials and mini lessons that will support students acquisition of skills.

Currently PS/MS 124Q has two long-term ELLs. Both students have IEPs and receive SETSS. For these students, teachers tailor their instructional goals to the IEP goals. We focus mostly on reading and writing as these are their lowest scoring modalities on the NYSESLAT and also where they are struggling most in their classes.

For students who are former ELLs up to two years after exiting ELL status, we work with students for 90 minutes a week in the classroom. ENL teachers focus on student needs based on conferences with students and teachers. Writing is the modality that

Chart

the students have the most difficulty with so we tend to focus on building grammar skills as well as using higher level vocabulary in writing. We also work on higher level reading strategies that are aligned with common core such as close reading.

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.
 In order to ensure that the student’s academic progress has not been adversely affected by the re-identification, between 6-12 months after the decision, we will review it. The principal and the ENL teacher will meet with the student’s teachers and parent/guardian to discuss how the student is progressing in all content areas. We will look at student work and performance on assessments. In addition, we will have a conversation with the student to see how he/she is doing. If we believe that the student was adversely affected by the determination, we will provide additional support services. The principal may consult with the superintendent to reverse the decision if necessary.
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?
 Teachers of ELL-SWDs use a variety of instructional strategies and techniques to provide access to academic content and accelerate English language development. Teachers model all strategies that students need to do multiple times before asking students to work in pairs or independently. Teachers increase response opportunities, allow for repetition and skill practice, and reduce the number of skills and concepts being taught at one time. Repetitive reading of material is also used to practice different strategies and skills. Teachers focus on vocabulary development as well.
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?
 Teachers use all of the strategies above to help students meet their IEP goals. Students work in small groups within the classroom or out of the classroom where teachers reteach skills and strategies that students are struggling with and focus on 1-2 concepts at a time.

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.

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

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



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

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

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

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

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

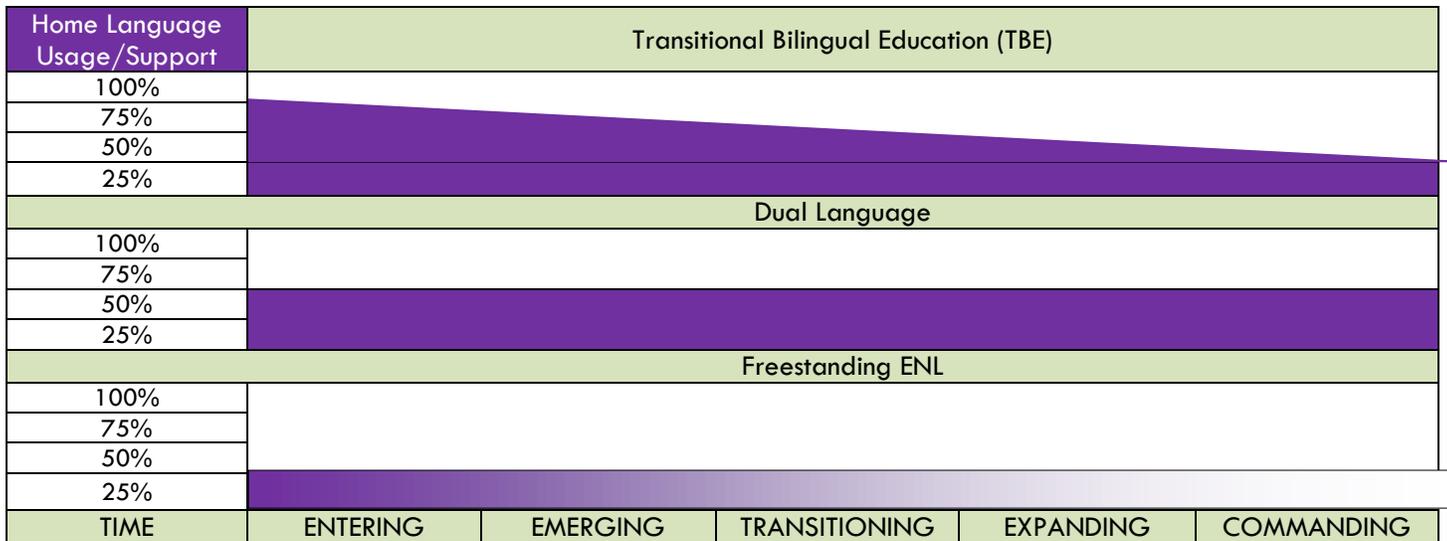


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We offer a variety of programs to target our ELLs.
 1. AIS (Academic Intervention Services) - Classes are comprised of small groups and target all four modalities using the READY program. Classes are taught in English twice a week.
 2. Saturday ELL Academy - Classes are comprised of small groups based on proficiency level and grade and target all four modalities using the Finish Line series by Continental Press. Classes are taught in English.
 3. STEM (Science, Technology, Engineering, Math) Club - Classes are comprised of students who are interested in STEM. Classes are taught in English twice a week.
 4. SAYA (South Asian Youth Action) - Students in SAYA receive help with their homework and projects. Students are placed in classes with teachers who speak the same home language whenever possible.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In the past our ENL program was primarily a pull-out model and was successfully evaluated as based on NYSESLAT scores and AMAO data. We have now introduced integrated instruction based on the new CR Part 154 initiative and as such this program's success has not yet been measured.
12. What new programs or improvements will be considered for the upcoming school year?
Our focus for the upcoming school year is to improve/enhance the implementation of CR Part 154 for ELLs.
13. What programs/services for ELLs will be discontinued and why?
No programs/services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs participate in AIS programs after school and in an ELL Academy on Saturdays. Students are grouped by English language needs so that the teachers can plan lessons specifically designed to target language goals. Entering and emerging students focus on phonemic awareness, sight vocabulary and basic writing structures. Higher-level students focus on reading strategies and the development of more complex writing skills.
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.
PS/MS 124 Q uses technology to support ELLs. Students access websites such as Starfall, Moby Max, iReady and Brainpop in school and at home. We immerse students into the Expeditionary Learning curriculum for ELA and we use the Go Math curriculum for math classes which has materials in Spanish as well as English.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Initially, in our ENL program, we encourage students to write in their home language if they can with visuals to show what they are writing about. Entering ELLs are partnered with students who speak the same language so that they can support the new students. ELLs are also provided dictionaries in their own languages as well as content area glossaries. Whenever available, content area books are provided in the home language and quizzes are given in the home language as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At PS/MS 124Q resources and programs are carefully matched to students' age and grade level. By evaluating an ELL student's proficiency level through a variety of tools (NYSITELL, NYSESLAT, reading and speaking assessments, iReady, etc.) we are able to evaluate all ELLs strengths and weaknesses. Based on our findings, we acquire, either through our own library or purchase if necessary, the most appropriate materials for students. We attempt to stay current with the latest programs and technology that is constantly being developed to meet the needs of our ELLs.
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).
If an ELL student is enrolled before the beginning of the school year or throughout the school year, the student is provided with the opportunity to visit the school for a tour. If summer school is in session, the ELL student can sit in a class and observe the quality of instruction. The ENL coordinator and ENL teachers provide workshops to ELLs and their parents in order to educate them about the types of programs that we have available. In addition, our ELLs meet their ENL teachers during the initial process as they have the expertise to assess and provide valuable information to the ELLs and their parents.
19. What language electives are offered to ELLs?
In middle school, our ELLs are given the opportunity to study Spanish. They also take technology, music and art classes in English.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All staff receives PD in strategies to help ELLs in a variety of situations and classrooms. Our professional development endeavors to address the needs of ELLs as well as other special needs students while addressing new curriculum and goals for achievement based on the common core standards. PDs are given in grade-level groups on Monday afternoons during extended time.
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?
PS/MS 124 provides Professional Development sessions that target different grades, subject areas, and proficiency levels. Some sessions will be conducted by exemplary staff in the school and other sessions will be held at various institutions which will target teachers of ELLs' needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
-Provide PD to middle school teachers related to ENL models in high school.
-Schedule visitations for middle school teachers to visit local high schools. This way, teachers will be able to provide specific and detailed information regarding our ELLs placements in high school. In addition, the teachers will learn about specific ENL models to better assist our ELLs make the transition from middle school to high school.
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.
As we continue to plan this year's professional development sessions, we will ensure that all teachers will accumulate 15% of their PD hours in ELL-specific topics and our ENL teachers will accumulate 50% of their PD hours in ELL-specific topics. Some of the sessions will be conducted by experienced exemplary staff, other will be delivered by outside professionals and at times, teachers will be sent to attend PD workshops in order to meet the CR Part 154.2 requirements.

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?

The ENL teachers schedule annual individual meetings with parents of ELLs on Tuesday afternoons during extended time. During these meetings, we discuss goals for students, language development progress, assessment results, and language development needs in different content areas. We ensure that there is a translator available if needed.

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.

ENL teachers create a log for annual individual meetings with ELL parents where parents sign their name, the date and the mode of meeting is indicated (in person, phone calls, letters). Copies of all letters are kept along with this log. The log is kept in the compliance binder. If a parent cannot attend an in-person meeting, we will have a phone conference which will be indicated on the log. In the event that a parent is unable to have phone conference, a letter will be sent informing them of the student's progress and needs. Parents will be asked to sign the letter and return it.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS/MS 124 is dedicated to increasing parent involvement of our ELL students. The administrative team, the Parent Coordinator and the ENL teachers are active in promoting parent involvement. The ENL teachers provide workshops for ELL parents once a month on Saturday mornings to address needs and concerns. Workshops address upcoming assessments and tests, library skills, homework skills, supporting English language acquisition at home, etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 - Public Library
 - Adult Learning
 - South Asian Youth Action (SAYA)
 - Explorers (NYPD)
5. How do you evaluate the needs of the parents?
 - Parent Survey
 - Parent Coordinator Feedback
6. How do your parental involvement activities address the needs of the parents?

Many parental involvement activities are designed to educate the parents about their children's school. There are workshops that are tailored to inform parents about the curriculum and the Common Core Standards. Some workshops address parental involvement with homework and ways parents can help their children make academic gain. Teachers have opportunities on weekly basis to address the needs of all parents. Guidance counselors and the parent coordinator are always involved with parental concerns that relate to community outreach.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

PS/MS 124 is currently waiting for additional funding to hire an extra certified ENL teacher in order to fulfill CR Part-154 requirements. We want to ensure that all of our ELLs and FELLs are receiving the mandated amount of ENL instruction.

School Name: **Osmond A. Church School**

School DBN: **27Q124**

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)
Matitza Williams Jones	Principal		10/29/15
Yassine Aggoub	Assistant Principal		10/29/15
Cynthia Lapsley	Parent Coordinator		10/29/15
Marci Lisnitzer	ENL/Bilingual Teacher		10/29/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Thomas Heaton	School Counselor		10/29/15
Mary Barton	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q124 School Name: Osmond A. Church
Superintendent: Mary Barton

Before you begin, please check the following:

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

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

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

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

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

AT PS/MS 124Q, we use a variety of methodologies to assess language preferences of the parent community for both written and oral communications. We use Part III of the Home Language Identification Survey (HLIS), ATS Reports, and Emergency Contact cards.

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.

English, Spanish, Arabic, Hindi, Urdu and Punjabi

Part B: Creating a Communications Calendar

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

Annual 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.

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.

September 16, 2015	Middle School - Parent Conference
September 17, 2015	Elementary School - Parent Conference
November 04, 2015	Elementary School - EVENING Parent Teacher Conference
November 05, 2015	Elementary School - AFTERNOON Parent Teacher Conference
November 17, 2015	Middle School - AFTERNOON Parent Teacher Conference
November 18, 2015	Middle School - EVENING Parent Teacher Conference
March 02, 2016	Elementary School - EVENING Parent Teacher Conference
March 03, 2016	Elementary School - AFTERNOON Parent Teacher Conference
March 16, 2016	Middle School - EVENING Parent Teacher Conference
March 17, 2016	Middle School - AFTERNOON Parent Teacher Confere
May 11, 2016	Middle School - Parent Conference
May 12, 2016	Elementary School - Parent Conference

Part C: Providing Language Assistance Services

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

In-House by school staff
Translation and Interpretation Unit

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.

In-House by school staff
Interpretation services will be provided by over-the-phone interpreters via Translation and Interpretation Unit

Part D: Training Staff on Policies and Procedures

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

Notices at staff meetings
Via email
Staff to staff

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

Parent Survey