Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **30Q127**

School Name: **P.S. 127 AEROSPACE SCIENCE MAGNE**

Principal: **EVITA SANABRIA**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S./I.S. 127Q Aerospace and Science Academy

School Number (DBN): 30Q127

Grades Served: PK, 0K, 01, 02, 03, 04, 05, 06, 07 and 08

School Address: 98-01 25th Avenue, East Elmhurst, New York 11369

Phone Number: 718-446-4700

Fax: 718-397-7645

School Contact Person: Evita Sanabria

Email Address: esanabria@schools.nyc.gov

Principal: Ms. Evita Sanabria

UFT Chapter Leader: Mr. Noel Warshaw

Parents' Association President: Ms. Ana Ramirez

SLT Chairperson: Ms. Nicole Passaretti

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

Student Representative(s):

District Information

District: 30

Superintendent: Dr. Philip Composto

Superintendent's Office Address: 28-11 Queens Plaza North, Room 518,

Long Island City, New York 11101

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

Phone Number: 718-391-8323

Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: North Queens

Director: Lawrence Pendergast

Director's Office Address: 28-11 Queens Plaza North, Queens NY 11101

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

Phone Number: 718-391-8222 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)
Evita Sanabria	*Principal or Designee	
Victoria Farnum	*UFT Chapter Leader or Designee	
Ana Ramirez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Nicole Passaretti	Teacher / Chairperson	
Janell Bethelmy	Teacher / Vice Chairperson	
Caitlin Heinz	Teacher / Secretary	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Rehana Rana	Member/ Parent	
	Member/	
Christina Allen	Member/ Parent	
Romana Chowdhury	Member/Parent	
	Member/	
Barbara Barksdale	Member/Parent	
	Member/ Parent	
	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.

P.S.I.S. 127Q Aerospace and Science Academy, located in the welcoming neighborhood of East Elmhurst, New York, is an inspiring school that serves a diverse student body from countries around the world, with students speaking more than twelve different languages. Our instructional programs are student centered, differentiated, driven by the Common Core Learning standards and created to meet the individual needs of our learners. The school is made up of 1,338 students from grade Pre-K-8th Grade. 31.46% of the students attending P.S./I.S. 127 are English Language Learners (ELLs). The needs of these students are met through the parent's choice of either a Spanish Dual Language Class, a Spanish Transitional Bilingual Class or an English as a New Language (ENL) Class. 7.1% of the school population qualify for Special Education Services. We like to see these students in the least restrictive environment, and 3.1% of them are. The main goal of our educators here at P.S./I.S. 127Q is to create a learning environment for students that fosters a love of learning and in turn encourages them to become lifelong learners and college and career ready. Our school offers a number of extracurricular and enrichment opportunities such as an award winning chorus, an Arts and Literacy Program, NY Tennis League, an advisory program and various clubs catering to the interest and needs of our students.

Our school's mission statement and instructional focus reflect the goals of our educators, parents and community to increase students achievement and success as is indicated below:

"All stakeholders at P.S./I.S. 127Q will work towards cultivating self-motivated lifelong learners. The school community will foster a safe, trusting and nurturing environment that will promote the social-emotional growth of all students. Stakeholders will encourage student engagement and achievement through the use of a rigorous Common Core aligned curriculum emphasizing the use of technology and exposure to the Arts. Through collaboration of our learning community we will make strides towards closing the achievement gap. At P.S./I.S. 127Q, we strive to inspire students to pursue dreams beyond all expectations through the use of a diverse and rigorous curriculum." (Mission and Vision Statement)

"All Stakeholders at P.S./I.S. 127Q, will work towards students' measurable growth in student learning by using a variety of evidence and checking for understanding to inform next steps." (Instructional Focus)

P.S./I.S. 127Q supports and encourages learning for all members of our school community. This not only includes students but also their parents, families and school staff. The parent coordinator works closely with families by offering workshops and programs to better equip the parents to help their children. We offer parent workshops, and programs to help engage the community in the education and success of our student population. We strive to meet the needs of our students who are at risk of not meeting state standards through a number of staff directed programs. These programs are student centered and reflect the individual needs of at-risk students.

The Principal, Assistant Principals and teachers servicing ELLS have been given the opportunity to attend various professional development seminars and workshops, since so much of the school population are learning English as a New Language (ENL). These teachers then turn-key what they have learned and share best practices with other staff members. This teacher collaboration helps to ensure the success of our school's growing ELL population. In addition to a free-standing ENL program, our school also offers a dual language and bilingual program. The dual language program offers students the unique opportunity to be taught literacy and content in both their native language and English; this helps create students who are bilingual, bi-literate, and who will ultimately have high levels of academic success in two languages.

Our School Leadership Team (SLT) is working to strengthen our family-community ties and increase parent and community involvement in all aspects of life here at P.S./I.S. 127Q. The School Leadership Team works together with other members of the staff to create opportunities for our parents and students to get involved in a variety of events. SLT hosts an annual November Fest where teachers and families share dishes and stories from their culture. This event gives the school community an opportunity to come together and celebrate the diversity found here. The School Leadership Team also hosts a Common Core aligned game night to help students prepare for the New York State ELA and Math exams.

According to the 2014 Quality Review (QR) P.S./I.S. 127 was given an overall rating of Proficient (P). The school was evaluated according to The Framework for Great Schools. P.S./I.S. 127 performed well in many areas. Some areas the school performed well in are Indicator 1.1-School leaders and teachers effectively align curricula to the Common Core Learning Standards (CCLS) and offer engaging learning experiences that challenge students and support their learning and also indicator- 1.3-The school uses its resources effectively to build teacher capacity and improve instruction as evidenced by increased student engagement in academic tasks. It was stated that teachers work hard to align the curriculum to the common core standards and effectively use the resources, including support staff, to ensure student progress.

Even though the overall rating of the school was Proficient, the school did receive a developing element in Quality Indicator (QI) 2.2-. Strengthen teacher assessment practices to reflect effective feedback in order to make instructional adjustments and provide clear next steps to improve student outcomes. It was stated that teachers are not providing effective feedback with next steps for learning to improve student progress. All teachers are using curricular aligned assessments at the end of a unit, however they are not using ongoing checks for understanding consistently through the lessons which would better enable teachers to modify a lesson to better meet the needs of their students. The instructional cabinet is working collaboratively with teachers to provide support in this area of focus by providing professional development and targeted feedback on observations.

30Q127 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05,06, 07,08**	**Total Enrollment**	**1423**	**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	**3**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**5**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**7**	**# Music**	**21**	**# Drama**	**N/A**
# Foreign Language	**13**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**83.4%**	**% Attendance Rate**	**92.6%**
% Free Lunch	**86.5%**	**% Reduced Lunch**	**5.4%**
% Limited English Proficient	**34.7%**	**% Students with Disabilities**	**15.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.2%**	**% Black or African American**	**14.0%**
% Hispanic or Latino	**72.4%**	**% Asian or Native Hawaiian/Pacific Islander**	**12.2%**
% White	**1.1%**	**% Multi-Racial**	**0.1%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**6.18**	**# of Assistant Principals (2014-15)**	**3**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**4**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**14.4%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.8%**	**Average Teacher Absences (2013-14)**	**6.29**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.3%**	**Mathematics Performance at levels 3 & 4**	**18.8%**
Science Performance at levels 3 & 4 (4th Grade)	**82.7%**	**Science Performance at levels 3 & 4 (8th Grade)**	**46.3%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing	**X**	**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

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

Our school conducted a comprehensive needs assessment using the data from the New York State Math Exam. We analyzed the results and looked at the grades students received in 6 th grade and compared it to the scores that they received in 7 th grade in order to set goals for the 8th Grade.

On the 2013-2014 New York State Math Exam we found the following trends; out of 153 7th grade students who took the exam, 18.3% received a proficient score of level 3 and 4. 81.7% of the students scored below grade level. The average score students received is 236. Based on these results we would like to see a 1% increase in student's scores from seventh to eighth grade.

When looking at the data from the 2014-2015 6th Grade Math exam, we noticed that 75% of students scored either a 1 or a 2, while only 25 % scored a proficient score of a 3 or 4. It was also found that 14% of 7th Graders scored on or above grade level (a level 3 or 4). 86% of the 128 7th graders tested scored a level 1 or 2, which is below grade level expectations.

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, there will be a 1% increase in the number of students in 8th grade that will increase their proficiency rating as measured by the New York State Math Exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Teachers will receive professional development programs to help increase pedagogical knowledge of implications for instruction of our middle school students. These professional development opportunities will reinforce best practices, as cited in the Danielson Framework, for all staff members.	Teachers	September 2015-June 2016	Coaches, Data Specialist, School Leader and Teachers
The Math department will work together during their Inquiry time to analyze student data, look for trends and compile strategies that can target the needs of lower performing students.	Middle School Math Teachers	September 2015- April 2016	Middle School Math Department
The 8 th grade Math teachers will work together to create Common Core aligned lesson and tasks to help students achieve proficiency according to the Common Core Learning Standards. The 8 th Grade Math Teachers will differentiate instruction, use multiple entry points, and modify curriculum based on the needs of their student population.	8 th Grade Math Teachers	September 2015- June 2016	8 th Grade Math Teachers, ENL Providers, SETTs Providers and Special Education Teachers
Students will be given the opportunity to attend after school test preparation programs which offer extra support to students and help prepare them for the New York State Math Exam. These programs are Common Core aligned with multiple-entry points based on students' needs.	8 th Grade Students	September 2015- June 2016	8 th Grade Math Teachers, Special Education Teachers and ENL Teachers

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.
• Curricular resources, professional development and common planning meeting by department • Teachers will turnkey pertinent information they receive from off site PDs to their colleagues in order to develop the best teaching practices • Teachers will get support from ENL and Special Education teachers with scaffolding entry points for these targeted populations

• Inquiry meetings using student work protocol to analyze and determine next steps

• Feedback from formal and informal observations will be provided on a timely basis using the Danielson Framework for Teaching rubric for effective teaching practices

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**
X	**C4E**		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

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

By February 2016, the eighth grade Math teacher team will have collaboratively developed Common Core aligned lessons based on trends in the data. Teachers will look at deficits in student learning and plan accordingly. In February teachers will administer a mid-point benchmark assessment (CCLS Aligned Spring Benchmark) to monitor and assess the students' progress towards the annual goal. Teachers will use the data from this midpoint assessment to collaboratively plan rigorous instruction to continue moving their students. In March, the SLT will examine student benchmark scores and assess the progress made towards the annual goal.

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

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

Section 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.

Our school conducted a comprehensive needs assessment using the data from the 2014-2015 New York State ELA Exam. We analyzed the results and looked at the scores students received 4 th grade. We found that 132 out of 158 4th grade students scored below grade levels 1 or 2.

When looking at the data from the 2013-2014 New York State ELA Exam, we found that 124 out of 150 students scored below grade levels 1 or 2.

Based on these results we would like to see a 1% increase in student's scores on the 5th grade ELA Exam in the Spring of 2016.

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 1% increase in the number of students in 5th grade that will increase their proficiency rating as measured by the New York State ELA Exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Teachers will receive professional development programs to help increase pedagogical knowledge of implications for instruction of our 5th grade students. These professional development opportunities will reinforce best practices, as cited in the Danielson Framework for Teaching rubric, for all staff members.	Teachers	September 2015-June 2016	Coaches, School Leader and Teachers
The 5 th Grade teachers will work together during their inquiry time to analyze student data, look for trends and compile strategies that can target the needs of lower performing students. They will also work together to create Common Core aligned lesson and tasks to help students achieve proficiency according to the Common Core Learning Standards. The 5 th Grade Teachers will differentiate instruction, use multiple entry points, and modify curriculum based on the needs of their student population.	5 th Grade Teachers	September 2015- April 2016	5 th Grade Teachers, ENL Providers, SETTs Providers, SGI Teacher and Special Education Teachers
School leaders will ensure sufficient planning time is provided to plan and implement necessary additions and modifications to the curriculum.	3rd, 4th, 5th Grade Teachers, Coach and School Leaders	September 2015- June 2016	School Leaders
Students will be given the opportunity to attend after school test preparation programs which offer extra support to students and help prepare them for the New York State ELA Exam. These programs are Common Core aligned and scaffolded based on students' needs. Designated students receive small group instruction from an SGI teacher.	5 th Grade Students	September 2015- June 2016	5 th Grade Math Teachers, Special Education Teachers, SGI Provider and ENL Teachers

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.

• Unit and lesson plans will be examined during Common Planning meetings through June 2016 to measure the impact of CCLS-aligned units on student progress

• Unit and lesson plans will be examined during Common Planning and Inquiry Team Meetings through June 2016 to ensure that all students have access to the CCLS-aligned curriculum

• Utilization of the school-wide protocol for looking at student work to inform instructional next steps and curricular modifications

• Teachers will engage in professional conversations with a shared goal during Common Planning meetings to modify curriculum and identify practices and protocols to be used in the classroom

• Feedback to formal and informal observations will be provided on a timely basis using the Danielson Framework for Teaching rubric for effective teaching practices

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**
X	**C4E**		**21st Century Grant**		**SIG/SIF**	X	**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

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

By February 2016, the fifth grade teacher team will have collaboratively developed Common Core aligned lessons based on trends in the data. They will include multiple entry points to make learning accessible for all populations of learners. Embedded in these lessons will be on-going checks for understanding. Teachers will modify and adjust their lessons based on these checks. In February, teachers will administer a mid-point benchmark assessment (CCLS Aligned Spring Benchmark) to monitor and assess the students' progress towards the annual goal. In March, the SLT will examine student benchmark scores and assess the progress made towards the annual goal.

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

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

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

Part 1 – Needs Assessment

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

Our school conducted a comprehensive needs assessment based on the results of the previous Kindergarten's Fountas and Pinnell scores throughout on the year. In June 2015 49.49% of students scored below grade level. Based on these results, we would like to see at least 25% of Kindergarten students reading on grade level as measured by the Fountas and Pinnell assessment.

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, at least 25% of Kindergarten students will be reading on grade level as measured by the Fountas and Pinnell Benchmark Assessment System. Teachers will provide rigorous instruction by implementing strategy lessons created by teacher teams based on trends in data. Teachers will monitor student progress using ongoing checks for understanding (CFU) embedded within all lessons.

Teachers will analyze student work during inquiry time and use the findings to collaboratively plan rigorous Common Core aligned lessons targeting the needs of their students based on their findings from the data.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Teachers will receive professional development programs to help increase pedagogical knowledge of implications for instruction of our Kindergarten students. These professional development opportunities will reinforce best practices, as cited in the Danielson Framework for Teaching rubric, for all staff members.	Teachers	September 2015-June 2016	Coaches, School Leader, Data Specialist and Teachers
The Kindergarten teachers will work together during their common planning period to analyze student data, look for trends and compile strategies that can target the needs of lower performing students. They will also work together to create Common Core aligned lesson and tasks to help students achieve proficiency in accordance with the Common Core Learning Standards. The Kindergarten Teachers will differentiate instruction, use multiple entry points, and modify curriculum based on the needs of their student population.	Kindergarten Teachers	September 2015- April 2016	Kindergarten Teachers, ENL Providers, SETTs Providers, SGI Teacher and Special Education Teachers
School leaders will ensure sufficient planning time is provided to plan and implement necessary additions and modifications to the curriculum.	Kindergarten Teachers, Coach and School Leaders	September 2015- June 2016	School Leaders
Students will receive guided reading instruction based on their current reading levels and the skills they need to learn in order to advance to the next reading level.	Kindergarten Students	September 2015- June 2016	Kindergarten Teachers, Special Education Teachers, SGI Provider and ENL Teachers

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.
• Unit and lesson plans will be examined during Common Planning meetings and Inquiry sessions through June 2016 to measure the impact of CCLS-aligned units on student progress • Unit and lesson plans will be examined during Common Planning and Inquiry Team Meetings through June 2016 to ensure that all students have access to the CCLS-aligned curriculum

• Utilization of the school-wide protocol for looking at student work to inform instructional next steps and curricular modifications

• Teachers will engage in professional conversations with a shared goal during Common Planning meetings to modify curriculum and identify practices and protocols to be used in the classroom

• Feedback to formal and informal observations will be provided on a timely basis using the Danielson rubric for effective teaching practices

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**
X	**C4E**		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

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

By February 2016, the Kindergarten teacher team will administer a midpoint benchmark assessment in order to monitor their student's progress towards meeting the annual goal. The teachers will collaboratively develop guided reading lessons based on trends in the data and the levels of their students. These levels will be based on a midyear Fountas and Pinnell benchmark assessment. In February, teachers will administer a mid-point benchmark assessment to monitor and assess the students' progress towards the annual goal of grade level proficiency in reading. In March, the SLT will examine student benchmark scores and assess the progress made towards the annual goal.

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

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

Section 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.

Our school conducted a comprehensive needs assessment using the data from the New York State ELA Exam. We analyzed the results and looked at the grades students received in 6 th grade and compared it to the scores that they received in 7 th grade.

As per the results of the 2013-2014 New York State ELA Exam, we found that 120 out of 140 6th grade students scored below grade level 1 or 2.

As per the results of the 2014-2015 NYS ELA Exam, we found that 108 out of 128 7th grade students scored below grade level 1 or 2.

Based on these results we would like to see an overall increase of 1% on the 8th New York State ELA exam.

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, there will be a 1% increase in the number of students in 8th grade that will increase their proficiency rating as measured by the New York State ELA Exam. School leadership will strategically repurpose time on Monday afternoons to allow teacher teams time to analyze data, identify trends and shift instructional practices.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Teachers will receive professional development programs to help increase pedagogical knowledge of implications for instruction of our middle school students. These professional development opportunities will reinforce best practices, as cited in the Danielson Framework, for all staff members.	Teachers	September 2015-June 2016	Coaches, Data Specialist, School Leader and Teachers
The ELA department will work together during their inquiry time to analyze student data, look for trends and compile strategies that can target the needs of lower performing students. Teachers will plan vertically to ensure deficits in student learning are covered.	6th, 7th, 8th grade ELA Teachers	September 2015- April 2016	Middle School ELA Department
The 8 th grade ELA teachers will work together to create Common Core aligned lesson and tasks to help students achieve proficiency according to the Common Core Learning Standards. The 8 th Grade ELA Teachers will differentiate instruction, use multiple entry points, and modify lessons from Expeditionary Learning based on the needs of their student population. They will also include checks for understanding in each lesson to monitor student understanding. School leadership will provide actionable feedback aligned to Danielson Framework for Teaching rubric.	8 th Grade ELA Teachers	September 2015- June 2016	8 th Grade ELA Teachers, ENL Providers, SETTs Providers, School Leaders and Special Education Teachers
Students will be given the opportunity to attend after school test preparation programs which offer extra support to students and help prepare them for the New York State ELA Exam. These programs are Common Core aligned and scaffolded based on students' needs. There will be multiple entry points so learning is accessible for all learners.	8 th Grade Students	September 2015- June 2016	8 th Grade ELA Teachers, Special Education Teachers and ENL Teachers

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.
• Curricular resources, professional development and common planning meeting by department

• Teachers will turnkey pertinent information they receive from offsite PDs to their colleagues in order to develop the best teaching practices

• Teachers will get support from ENL and Special Education teachers with scaffolding entry points for these targeted populations

• Inquiry time using student work protocol to analyze and determine next steps

• Feedback from formal and informal observations will be provided on a timely basis using the Danielson rubric for effective teaching practices

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**
X	**C4E**		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

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

By February 2016, the eighth grade ELA teacher team will have collaboratively developed Common Core aligned lessons based on trends in the data. They will analyze the data and cite trends from the previous two years in order to meet the needs of their students. In February, teachers will administer a mid-point benchmark assessment to monitor student progress. In March, the SLT will examine student benchmark scores and assess the progress made towards the Annual Goal.

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

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

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
According to the school's Learning Environment Survey, there was a 76% positive response from our school community regarding strong family-community ties. The citywide percentage of positive responses in this area is 84%.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, the Parent Coordinator, guidance counselors, dean, and SAVE Room teacher will implement a series of family engagement workshops focused on the academic, social, and emotional development of children. The workshop topics will include understanding the NYS ELA and Math exams, strategies and information to successfully assist your children at home, supporting ENL students at home and accessing community support services. This will result in a 5% increase in the percentage of positive responses with strong family-community ties as per the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Parent workshops targeting specific topics to help equip parents with supporting their children at home and strengthening partnership with school.	Students and Parents	September 2015-June 2016	Parent Coordinator, Dean, SAVE Room teacher, Guidance Counselors
Partnership with the following CBO's: - Elmcor - LaGuardia Airport - Langston Hughes Library - NYPD - Urban Advantage - Kiwanis Club - NY Junior Tennis League - Arts and Literacy	Students and Parents	September 2015- April 2016	Parent Coordinator, Dean, SAVE Room teacher, Guidance Counselors
Events for building positive relationships: - Breakfast with the principal - Fall Festival - November Fest - International Family Night - Kindergarten Tour	Students and Parents	September 2015- June 2016	School Leaders

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.

- Partnership with Community Based Organizations:
  - Elmcor
  - LaGuardia Airport
  - NYPD
  - Langston Hughes Library
  - Urban Advantage
  - Kiwanis Club
  - NY Tennis League
  - Arts and Literacy
- Full-time Parent Coordinator
- Parent/Teacher Association
- School Leadership Team

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**
X	**C4E**		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

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

By February 2016, SLT will analyze quantitative data indicating the rate of parent participation in workshops, as well as qualitative data regarding parent responses and feedback from workshops. They will determine specific target areas that for improvement. SLT will also adjust calendar of events based on findings to ensure the needs of parents are addressed.

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 and Pinnel • A cut scale score of the New York State ELA Exam determined by the Board of Regents	Fountas and Pinnell Leveled Literacy Intervention (LLI) provides systematically designed lessons to support both reading and writing development for struggling K-2 students. Lessons provide specific instruction in phonics, word work, comprehension and writing. This intervention identifies students in need of additional support to bridge the achievement gap. The goal of this program is to bring students to grade level reading proficiency. The Crosswalk Coach for the Common Core State Standards is a reading intervention program used in grades 3-5. The lessons are scaffolded to help the student reach the grade level Standards. The program includes both diagnostic and	Fountas and Pinnell Leveled Literacy Intervention (LLI) is designed for small group instruction consisting of 5 students. This intervention service is given to the targeted group 3 times per week. The Crosswalk Coach for the Common Core State Standards is designed for small group instruction consisting of 5 students. This intervention service is given to the targeted group 3 times per week.	This service will be provided during school hours over a 10 week cycle.

		summative assessments to monitor progress. The intervention program is designed to improve students' comprehension in a 10 week time frame.		
Mathematics	• Baseline Assessments from Go Math • A cut scale score of the New York State ELA Exam determined by the Board of Regents	The intervention program, Think Central by Go Math is being used for math intervention in grades 3-5. This program is designed for students who need extra support to meet grade-level CCLS math standards. The program includes prerequisite skills inventory, beginning of the year assessments, benchmark exams, and post tests to track students' progress. The goal of the intervention program is to improve students' math competency in a 10 week time frame.	Go Math is designed for small group instruction consisting of 5 students. This intervention service is given to the targeted group 3 times per week.	This service will be provided during school hours over a 10 week cycle.
Science	• Students' individual needs, in-class quiz and test scores	Individual and small groups of students will work with the teacher on concepts relevant to the current unit of study.	Small group and individual instruction	This service will be provided during school hours.
Social Studies	• Students' individual needs, in-class quiz and test scores	Individual and small groups of students will work with the teacher on concepts relevant to the current unit of study.	Small group and individual instruction	This service will be provided during school hours.

At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*		There are three Guidance Counselors at P.S./I.S. 127Q. All provide mandated and at-risk counseling as well as crisis intervention services. They also work with families, teachers and other school staff on a continuous basis in order to ensure the best for all students. The School Psychologists conduct all psycho-educational evaluations as well as students	Small group and individual	This service will be provided during school hours

		observations in the classroom. They then works with families, teachers and other school staff to provide the best education experience to meet the individual needs of each child. The Social Worker conducts Social History evaluations and supports school staff and parents in understanding child development and how it affects learning and behavior.		

		The Social worker will collaborate with families, teachers and other school staff to create the best possible environment for each student. Members of the School Support Team (SST) attend a weekly, principal run book club focusing on behavior issues. The purpose is to equip the participants with strategies that they can turnkey to teachers and other school staff and assist in the		

		implementation of these strategies. Professional development will be provided by SST to school staff. An Advisory program for Middle School students (grades 6-8) using the curriculum Overcoming Obstacles . Students are grouped based on age (grade) and gender to foster an open environment where they are comfortable discussing age-related issues		

		such as self-esteem, bullying and respect. Two representatives (male and female) from the Community Based Program, Elmcor You & Me Adult Activities, also directs two 7th grade gender based groups in the discussion and activities through the evidence-based program, Life Skills Workshop . Two after-school programs are available to students, An Arts & Literacy program and NY		

		Tennis League. School Nurse provides individual guidance and strategies to students identified as at risk in personal or physical hygiene. She also contacts parents and provides orientation on appropriate personal care and hygiene according to the students' development and age.		

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.
• The school reviews the Open Hire and Excess list to identify and interview certified teachers • The school verifies each candidate's credentials with our HR Director and the Borough Field Support Center (BFSC) to ensure that candidates hold valid NYS certification in the license area • The school periodically reviews the BEDS survey in consultation with the HR Director and BFSC to ensure that all teacher assignments are aligned to the appropriate license area and reported as Highly Qualified • The school participates in hiring fairs presented by the NYC Department of Education to recruit and interview pre screened candidates • The school posts for vacancies with the Department of Education website • The school includes an oral and written interview in English and Spanish for all Bi-lingual and dual-language candidates seeking teaching positions • The school partners with local colleges and universities for highly qualified candidates to fill positions in shortage areas • The school ensures that candidates participate in a rigorous interview process that includes a demo lesson that is followed up by a self-evaluation to determine the teacher's strengths and areas for professional development • The school provides access to a professional library in the Teacher Center that promotes effective practices and supports teacher assignments and retention • Teacher Development Coach visits and provides professional development focusing on components from Danielson Framework for Teaching to support teacher practice, assignments and retention

• The principal consults with the HR Director and BFSC for guidance to ensure that non-HQT teachers take necessary actions to meet all requirements and deadlines

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).
• Strategic scheduling with built in common planning time and inquiry time. • Literacy Coaches to support classroom instruction. • Support from the BFSC. • Professional development aligned to Danielson Framework of Teaching directed by instructional cabinet. • Teachers attend Summer Institute professional development that supports the alignment of curriculum to CCLS. • Mentoring and coaching for first year teachers to support retention. • On Mondays teachers attend an eighty minute, Common Core aligned, professional development session that is led and run by identified teachers who demonstrate mastery of specific best practices. • UFT Teacher Center – provides teachers with opportunities for professional development based on instructional needs to support assignments.

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.).

Parent Involvement Activities:

• Kindergarten Orientation: All Pre K families are invited to a Kindergarten workshop. At this workshop families are given the opportunity to learn more about our instructional approach and Common Core aligned curriculum

• Kindergarten Tours: Students with disabilities and their families are given an opportunity to tour our school building and facilities before the school year begins. Families are then introduced to key stakeholders such as the Principal, Assistant Principal and the Parent Coordinator.

• Pre-K parents are included in all parent events throughout school year where parents are introduced to common core aligned curriculum, classroom teachers, school wide expectations, and are given the opportunity to become familiar with other school support staff

Aligned Curriculum:

• Pre-Kindergarten teachers participate in Professional Learning Workshops (PLW) with other K-8 teachers. At these PLW, teachers discuss and plan comprehensive lessons. This also supports in vertical planning within the building

• Classroom teachers are highly qualified and attend professional development throughout academic school year

Early Intervention Services:

• Full day Pre-K program

• At risk students are identified to determine next steps and support for following academic school year

• Pre K teachers assess their students on an on-going basis using several universal screening tools to ensure that all students receive the services needed. Student progress is monitored through benchmark assessments given three times a year.

• Pre-K parents are included in parent events throughout school year where parents are introduced to curriculum, classroom teacher, school wide expectations, and become familiar with other school support staff

• Classroom teachers are highly qualified and attend professional development throughout academic school year

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.
• Instructional Cabinet considers curricular resources and determines the assessments that will measure student progress and achievement • Administration invites teachers to identify the assessments that will best support their efforts to collect data that will ensure data-driven instruction and student progress. • After a cycle of data collection and analysis, the Instructional Cabinet elicits feedback regarding the impact the assessment system had on teachers' instructional practice and students' academic performance

• The Instructional Cabinet and teachers collaborate to make adjustments to the assessment system accordingly as per student academic performance

• Measures of Student Learning-administration collaborates with a school based committee of teachers to make decisions about the best local measures for our school building

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

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

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)
Title I Part A (Basic)	Federal	707,852.00	X	See action plan.
Title II, Part A	Federal	110,431.00	X	See action plan.
Title III, Part A	Federal	54,700.00	X	See action plan.
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,298,543.00	X	See action plan.

[1]Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Therefore, P.S./I.S. 127Q, 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. Our 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 part of the Title I Parent Committee, parents are trained as volunteers and are welcomed members of the school community. THese volunteers work in various capacities around the school, including in the classrooms and the cafeteria. P.S./I.S. 127Q 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. P.S./I.S.127Q has planned events to encourage and foster parent support and participation – high school fairs and seminars, support and educational workshops, awards nights, safety meeting and New York State Testing meeting;

● providing assistance to parents in understanding City, State and Federal standards and assessments; the assistant principals for grades 3-5 and 6-8 host an evening meeting to address ELA and Math state exams, along with new changes as assessments are aligned with the CCLS;

● 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;

● Academic Outreach: assist parental involvement in students' academic progression, P.S./I.S.127Q holds three Parent/Teacher Conferences during the school year in the months of November, March and May. To enhance understanding of the expanse of the curriculum as well as academic course requirements, we schedule a "Meet the Teacher" for parents during which they meet the faculty at the onset of the school year and learn faculty expectations to achieve a strong academic performance. This is also an opportunity for families to familarize themselves with the

curriculum for that year. Faculty members also communicate and/or meet with families on Tuesday afternoons to update them on learning expectations and academic performance.

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 of 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 such as 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 will provide parent workshops based on the assessed needs of the parents 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, assessment expectations, literacy, accessing community and support services, and technology training to build parents' ability to help their children at home. Current and upcoming workshops at P.S./I.S.127Q include: Immigration Reform by NYC Citizenship in Schools, Parent Nutrition Workshop by Cornell University, Cool Culture Pre-K to K by Literacy Without Walls, NY State of Health by Child Health Plus, Parent ENL Classes, Parenting Skills Workshops and Coffee with the Principal.;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1 st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

• translate all critical school documents and provide interpretation during meetings and events as needed;

• conduct an 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;

P.S./I.S. 127Q 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 such as The Fall Harvest Festival, November Fest, International Night, Spring Festival, Movie Night, etc.;

• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

• encouraging more parents to become trained school volunteers;

• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

• providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. I.S. 127Q, 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.

• **School Responsibilities:**

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

• using academic learning time efficiently;

• respecting cultural, racial and ethnic differences;

• implementing a curriculum aligned to the Common Core State Learning Standards;

• offering high quality instruction in all content areas;

• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

• conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

• convening an Annual Title I Parent Meeting prior to December 1 st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

• arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

• respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

• providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

• involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

• providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

• ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

• notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

• arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

• planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

• assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

• sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

• supporting parental involvement activities as requested by parents;

• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

• advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

• **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;

• **Student Responsibilities:**

• attend school regularly and arrive on time;

• complete my homework and submit all assignments on time;

• follow the school rules and be responsible for my actions;

• show respect for myself, other people and property;

• try to resolve disagreements or conflicts peacefully;

• always try my best to learn.

Department of Education
Carmen Fariña, Chancellor

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

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

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

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

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

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

Part A: School Information	
Name of School: P.S./I.S.127Q	DBN: 30Q127
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: . Grades to be served by this program (check all that apply): ☐K ☐1 ☒2 ☒3 ☒4 ☒5 ☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 13 # of certified ESL/Bilingual teachers: 13 # of content area teachers: 0

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: P.S./I.S.127Q Title III program provides ELLs with supplemental instruction in an ELL After School Program and an ELL Saturday School Academy. Our insturcitonal program will service students in grade 2-8.The ELL After School Program will meet for a total of 50 sessions throught the months of December 2014 through May 2015 from 2:30pm to 4:30pm. Group size will be maintainted at 12-15 students per teacher in order to ensure that students receive individualized instruction from the teachers.The teachers providing this supplemental instruction will be certified in Bilingual or ESL.

These program will focus on ESL methodolgoies,literarcy and mathematics to help students who are at risk meet city standards and enrich students who are on or above grade level exceed the city and state standards.

Appropriate materials such as textbooks and teacher's guide will be purchased for this program to ensure that all students are successful.

The ELL Saturday Academy will meet for 15 session beginning in December 2014 until May 2015 from 9:00am to 1:00pm. This program will service 12-15 students per group. The ELL Saturday Academy will specifically address all four modalities. In addition,students will engage in several extension field lessons which are connected to the content covered.Instruction will also be provided on test taking strategies addressing the 4 components of the NYSESLAT.

All teachers will be ESL or Bilingual certified.Supplementary materials (ex: atlas,globes,videos) will be provided to augment instruction. All materials (students workbooks,teacher's guide,textbooks,dicitionaries, paper,pencils,notebooks and pens) needed will be provided to students and teachers.

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: P.S./I.S.127Q will focus on providing differentiated professional development for all of our ESL teachers.

Teachers will be given several practical and relevant topics :
1. September: Planning for ELLs, Questioning and Discussion in an ESL classroom
2. October: Unpacking the Common Core Language Standards, Teaching Academic Vocabulary to ESL students
3. November: CUNY Translanguing, Estrellita

Part C: Professional Development
Each session will provide our teachers with the knowledge about second language acquistion,along with a deeper understanding of the the curriculum,in an effort to help teachers comprehend the challenges ELLs have in the classroom. In addition,teachers will leave each session with new strategies and techniques which they will implement into their practice. Teachers will engaged in Professional Development every Monday from 2:30-3:35pm. In addition,teachers will attend various professional development offered by outside organizations such as local colleges,Estrellita,CUNY Translanguaging Program and the NYCDOE. All teachers who work with our ELLs in any capacity will receive professioanl development on how to best support each student.

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: P.S./I.S.127Q Title III program will provide ELL parents with family literacy and language acquisition classes to improve their listening,speaking ,reading and writing skills in English.It is important to note that there will be an emphasis on the use of technology,mock job interviews,developing resume and English in the workplace. These classes will be taught by bilingual/ESL teachers. There will be a total of two classes serving approximately 60 parents.In order to accommodate the schedules of the parents,there will be an afternoon class and a Saturday class. Computer based ESL programs as well as textbooks and general supplies will be purchased for this program .

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

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.
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 30	Borough Queens	School Number 127
School Name Aerospace and Science Academy		

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 Evita Sanabria	Assistant Principal Marisa Castello
Coach Theresa Janousek	Coach Linda Rodgakis
ENL (English as a New Language)/Bilingual Teacher Lidia Jaramillo	School Counselor Theresa Cruz
Teacher/Subject Area Kathy Smolinski, ESL	Parent Farhana Mobin
Teacher/Subject Area Nicole Passaretti, ESL	Parent Coordinator Lincia Hamilton
Related-Service Provider Marisol Yascual, SETTS	Borough Field Support Center Staff Member Ying Ying Jenny An
Superintendent Dr. Composto	Other (Name and Title) Eduardo Calderon, A.P.

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	29	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	12
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	10	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	1338	Total number of ELLs	423	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	0	1	1	0	0	0	0	0	0	0	0	**0**
Dual Language	1	1	1	1	1	1	1	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	423	**Newcomers** (ELLs receiving service 0-3 years)	352	**ELL Students with Disabilities**	51
SIFE	4	**Developing ELLs** (ELLs receiving service 4-6 years)	54	**Long-Term** (ELLs receiving service 7 or more years)	17

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

	ELLs by Subgroups									
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	70	0	2	0	0	0	0	0	0	0
DL	37	0	1	7	0	0	0	0	0	0
ENL	245	4	28	47	0	13	17	0	7	0
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	0
Number of ELLs who have an alternate placement paraprofessional: 26										

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 _____	22	20	0	7	21	0	0	0	0	0	0	0	0	0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____	11	16	10	8	8	15	7	20	7	17	8	18	7	21	0	0	0	0	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): 115	Number of students who speak three or more languages: 9

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	39	57	33	51	57	38	38	21	34					0
Chinese	1	0	1	1	1	0	0	0	0					0
Russian														0
Bengali	3	1	1	1	4	0	1	3	1					0
Urdu	2	2	1	2	1	2	1	1	0					0
Arabic	2	3	3	2	2	2	0	0	0					0
Haitian	0	0	1	0	0	0	1	1	1					0
French														0
Korean														0
Punjabi	2	0	0	0	0	1	0	0	0					0
Polish														0
Albanian														0
Other	0	0	1	0	1	0	0	1	0					0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	14	13	5	8	12	13	10	6	4					0
Emerging (Low Intermediate)	13	15	10	7	15	3	1	3	5					0
Transitioning (High Intermediate)	12	14	9	4	15	8	2	2	6					0
Expanding (Advanced)	10	21	17	38	24	19	28	16	21					0
Commanding (Proficient)	6	4	9	14	3	14	5	7	8					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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		4	22	29	9	16	15	14	18					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4				0
4	64	60	31	3	0
5	64	59	16	6	0
6	71	44	23	5	0
7	40	50	11	9	0
8	62	41	18	1	0
NYSAA				1	0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3	3	1							0
4	71	54	44	9	26	2	11	0	0
5	40	12	59	6	18	2	14	0	0
6	59	12	41	2	31	0	5	0	0
7	25	11	47	6	19	0	7	0	0
8	48	15	34	10	13	0	5	0	0
NYSAA							1		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		8	13	8	54	7	58	3	0
8	11	5	32	9	50	5	15	1	0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	20	14	16	2	12	19	20
Chinese Reading Test								

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

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

   At P.S.127, we use the Fountas and Pinnell assessment tool in order to assess the literarcy skills of all students. We administer this assessment tool at the beginning of the school year,then, we follow a cycle of assessing our students after six weeks of instruction. This screener help teachers determine students independent as well as instructional reading levels . In addition,teachers are able to identify the knowledge defecit of our students and create a data driven action plan to address the gaps in our students learning. The Fountas and Pinnell assesssment gauges reading accuracy,self-correction ratio, levels of fluency, and comprehension. This screener also provides optional assessment, such as phonics,word analysis, and vocabulary assessments.

   After analyzing the initial benchmark assessment data, we noticed that most of our ELLs are not reading on grade level in English. We deem that this is due to the limited years in an English Language School System (ELSS), insufficient amount of prior knowledge along with limited vocabulary.

   To support our students in reaching their appropriate grade level we have created a non-negotiable regarding instructional practices. Teachers are required to scafolded lessons and differentiated independent work based on the needs of students. In addition, teachers are required to explicitly teach academic vocabulary in an effort to support learning in all content areas.

   Sheltered instructional practices is also present in all classroom which includes the following: visuals,manipulatives,and realia, guided reading and small group instruction. The Sheltered Instructional practices is a research based model that many mainstream teachers use to better instruction with ELLS. This model makes academic content comprehensible and encourage language learning by hilighting key features of English language, which we believe will support our students in the learning process.

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

   An analysis of the NYSESLAT data reveals that 70 students were commanding,194 students were expanding,72 students were transitioning,72 students were emerging and 85 students were entering. We noticed that we were capable of supporting our entering and emerging students with their grasp of a new language in the upper grades. For example,we noticed that most of our students

overall proficieny level was expanding as opposed to emerging and entering. However,we noticed that in K-2 our students proficiency levels were not concentrated in one particular proficiency level.

An analysis of the NYSITELL data reveals that K-2 grade band has the largest group of incoming ELLs (59 students) when compared to 3-5 (10 students) and 6-8 (4 students) grade bands. Further ,the students' English proficiency levels in K-2 spans across all performance levels but the biggest group is in the EM, EN and TR levels (42 students). For grade bands 3-5 and 6-8 all students proficiency is at the EN level.

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

Data from the AMAO tool is used to select students for our Title III after-school program. The school utilizes this data in order to create data driven instructional groups and when creating goals and objectives for the program.

This data is used in conjunction with other data sources when tracking the performance of our ELLS -this data helps us to identify ELLs who are at risk,along with those who are identified as long term ELLs.

Lastly,this data is one of the data sources used when we reflecting upon the effectiveness of our program and when planning professional development sessions for our teachers .

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

It is evident that reading and writing are posing the most challenge to our ELL population at PS 127. Therefore, our goal is to have each student attain proficiency level in reading and writing after three years of service.

With stategic planning,on-going collaboration , we believe that our ELLs will be able to increase their literacy skills.

As in previous years, we will continue to use the Leveled Literacy Intervention by Fountas and Pinnell which has been proven successful in supporting students in the foundations of reading . ENL service providers will utilize this program to provide differentiated instruction based on the various levels of the student.

In addition, ENL teachers will teach students through ESL strategies and provide linguistic summaries for students when needed. By engaging in intensive supportive lessons on each level, young readers will have the opportunity to expand their reading and wirting abilities.

While analyzing the data from the NYS exam we noticed a salient pattern with students who are ELL.

ELA:

After analyzing the data,we realized that 44% of our students scored a level 1,37% of our students scored a level 2, 14.49% of our students scored a 3 and 3.66% of our students scored a level 4. We believe that majority of our students scored level 1 and level 2 due to the changes in the state exam and the fact that most of these students who took the exam were in an English Language Schools System (ELSS) for less than two years. From looking at this data along with the assessments, we were able to see the skills that our students struggle with ,which are understanding figurative language, inferencing, and drawing conclusions. Armed with this information, we have notified all key stakeholders about our findings .

In order to bridge this gap, we have developed school wide systematic plans to assist students with understanding these skills. In addition,we have implemented school wide action plans which will inform us before the state exam as to whether or not our students have mastered these skills. We believe that with our teachers setting objectives and providing immediate feedback to students,using nonlinguistic representations,cues,questions,advacnce organizers,using ESL stategies and providing linguistic strageies, that this will yield gains in students learning .In order to enhance our home school connection,we have provided workshops to assist parents in understanding the data and ways they can help their children in these areas at home as well as on state exams. Presently,we have after-school programs for students to specifically enhance the identified skills.

Math:

The results of the NYS Mathematicas showed that 46% of our ELL students scored 1, 33% scored a 2 , 14.5% scored a 3 and 5.63% scored a 4. When we compared this data to the years before we saw a increase in the number of students scoring a 3 or a 4.

In order to address the learning problem in our school we are providing support to our mathematics teachers, as well as our content area

teachers, in teaching Math to ELL students. In addition,we are working with our teachers regarding making the content accessible to all students. It is evident that our ELL students are struggling with identifying the critical information from the extraneous information in a word problem, so they are yiedling incorrect solutions eventhough they are aware of the operation.

Science:

The results for the NYS Science assessment showed 8% of ELL students scored a 1,22.2% scored a 2, 41.57% scored a 3 and 27.57% scored a 4. We attribute our scores to our instructional apporach in this content area in which hands-on experiments are conducted along with usage of visuals and realia, both in the science classroom and in the science labs. In the past years we had a higher percentage of students who scored at level 2 in Science. However we were able to have most of our students score a 3 in this content area.In order to move students who scored a 2 in the past to a 3, we had to provide intensive academic language and hands-on experiments. As we move forward, we will continue to improve the performance of our beginning students in this area by providing native language academic vocabulary in addition to the hands-on experiments. Spanish editions of the Glencoe Science books used in 6th, 7th, and 8th grades and the McGraw-Hill Science books used in 4th and 5th grades are available to our ELL students to help them develop both cognitive ability and science vocabulary. For our ELL students with literacy in L1s other than Spanish, we provide science glossaries in their native languages. The ELLs in this group have a wide rage of ability levels, so we will continue to create tasks and experiments to give students of mixed proficiency the time to interact with more proficient students.

Our science teachers at P.S. 127 will continue to receive professional development sessions on ELLs and the teaching of science offered by the Office of English Language Learners and BETAC. Equipped with knowledge of ELL methodologies our science teachers will be able to engage our ELL students through a hands-on inquiry based scientific approach. This approach provides excellent opportunites for enrichment, reinforcement, and independent study. They encourage learners to simultaneously develop problem-solving strategies, disciplinary knowledge and research skills. In addition, our science teachers will continue utilizing the QTEL approach to scaffold the scientific learning of ELL students. The QTEL approach provides high-challenge, high-support learning opportunities designed to raise student achievement. These approaches stimulate critical thinking and enable students to be more engaged in their learning. These skills can help our ELLs in science as well as other content areas.

Examen De Lectura en Espanol (ELE)

The following is the results from the latest ELE examination:

4 ELL students scored between 1-25percentile
20 ELL students scored in the 25-50 percentile range
14 ELL students scored in the 51-75 percentile
16 students scored in the 76-99 percentile
2 EP students scored between 1-25percentile
12 EP students scored in the 25-50 percentile range
19 EP students scored in the 51-75 percentile
20 EP students scored in the 76-99 percentile

Our school currently does not utilize the ELL periodic assessment due to the fact that we have a myraid of other data sources that we utilized when tracking the progress of our ELLs. For example,we utilize the F&P assessments,MOSL assessments, Curriculum assessments, NYSESLAT, NYSITELL, ELE assessments among others.

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

Our school is constantly analyzing data for all subgroups.We do this through the use of formative assessments(exit tickets),interim assessments and summative assessements. The data that we collect inform the decisions made in and out of the classroom. If we realize that a student is struggling with a concept after a lesson,the teacher's first step is to reteach this concept using a different strategy. If this does not yield the anticipated results, the teacher then consults with a coach, mentor or a critical friend to see if there is another approach that can be used.

In teacher teams, our teachers analyze, and identify strategies and tactics needed to move children to the next level.Teachers come to these analysis meetings (with the child's assessment in their hands) because we believe that by examining the raw data this will provide more information about the gaps in learning.

That stated,if students are still not making adequate gains,our next step is to have this student work in small groups with the ESL service provider. Reducing the class size typically yields significant growth. If this approach does not work our next steps is usually to place this child in RTI tier 3. Many students are typically not refered to RTI tier 3 due to the proven success of tier 2 interventions.

An example of what RTI looks like in our school

RTI:Tier 1

Teachers ensure that students are provided ongoing and appropriate instruction in academic language use in the native language and/or in English. Integrate academic language development into core instruction across subject areas.

Scaffold language and opportunities to respond. Scaffolding language includes paraphrasing key words, providing opportunities to extend answers, supporting language by using familiar synonyms (e.g., "that is also like…") and familiar antonyms (e.g., "that is also different from…"), reframing students' responses, confirming aspects of the answer that are correct, and providing language supports to further explain aspects that require refinement.

RTI:Tier 2

Teachers provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed. These interventions can be effectively implemented as early as 1st grade, as well as for more mature readers with reading difficulties.

Teachers ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day.

RTI:Tier 3

Intervention is provided by a highly qualified teacher who uses a different research based program with the students.

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

Research has consistenly shown the importance of building a child's first language as they develop a second language. In order to ensure that a child's new language development is considered we utilize the NYSITELL, NYSESLAT and LAB-R in Spanish data sources.

We then analyze the data to determine the language allocation for each classroom. Currently we offer several educational programs for ELL students which are all based on our students' language proficiency. We currently offer transitional bilingual, two-way bilingual education (dual language),ENL self contained classrooms and ENL push in services. Students who receive ENL services receives support from an ENL provider in their classroom. The ENL providers scaffolds the content but only uses English to educate these students.The transitional bilingual program uses the students's native language to a degree, but the focus is on students ' English acquistion as quickly as possible.The dual language program pushes the development of our students even futher by supporting biliteracy in both English and the native language within classrooms that enroll both native English speaking student and ELLs.The instructional component of these programs are also tailored based on the students levels according to CR Part 154 mandates.

In our classrooms, teachers utilize research based techniques when teaching our students. According to the research,nonlinguistic representation,cues,questions,advance organizers,immediate specific feedback,cooperative learning,scaffolded instruction and explicit teaching of academic vocabulary have been proven successful with ELL students,which are all techniques that our techers use which ensure a seamless development of a child's second language.

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

The English Proficient students (EPs) who are placed in the dual language classes are generally at beginning and intermediate levels in the target language (Spanish). These students are assessed through a variety of methods.

At the beginning of the school year, teachers use the Spanish version Fountas and Pinnell Benchmark Assessment System (F&P) and Developmental Reading Assessment (DRA) to gauge EPs in their Spanish reading accuracy, self-correction ratio, and levels of fluency and comprehension and writing.In addition, we use the ELE exam to assess the second target language.

There is also ongoing informal teacher assessments as well as the optional assessment provided by the Fountas and Pinnell such as phonics and word analysis, and vocabulary assessments. Teachers are also using the Estrellita Spanish program for phonics instruction, which includes its own formal assessment tools.

After ananlyzing our school state data we noticed that DL students are outperfomring students enrolled in the different programs at our school.

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

We evaluate the success of our programs for ELLs in various ways. One way is by anaylzing various data sources to determine years of service our ELLs receive across all programs. We also evaluate the success of our programs for ELLs by analyzing the assessment data which includes the NYSESLAT Exam, the New York State English Language Arts Exam, the the New

York State Content Area Exams as well as the Fountas and Pinnell assessment.In addition,we measure success based on the goals that we have outline for this program,and whether or not we have achieved this goal.

Part IV: ELL Identification Process

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

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

   The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners : (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. At our school we do the following:

   When parents of students who are new to the NYC school system come to P.S. 127Q they first begin the registration process with our ENL Bilingual Coordinator and (The ENL coordinator speaks three different languages which are English,Spanish and Portugese along with the other members of our registration committee,who speak: Chinese,Spanish and Greek) and our Pupil Accounting Secretary.In addition to supplying the parents with all of the necessary forms, the HLIS (home language identification survey) is administered to the parent or guardian by the ENL Coordinator. The New York State ENL Bilingual Coordinator interviews the parent during this process. During the informal oral interview the Coordinator ensures that the parent or guardian completing the HLIS understands the questions and completes the form in its entirety.

   The Coordinator also ensures that the responses to the questions are accurate. The Coordinator also ensures that the parent states their language preference for both verbal and written forms of communication. Our ELL service providers speak various languages but for the languages she does not speak support is avaibale. On occasion we may encounter a parent who speaks a low incidence language in an effort to support that family we utilize the over the phone translation services offered by the Translation and Interpretation department of the New York City Department of Education.

   The HLIS form is available in many languages and we ensure that an adequate supply is available in all languages at all times. The Coordinator looks at the responses on the HLIS and informs the pupil accounting secretary as to what the appropriate OTELE code will be. If a student has an OTELE code of "NO" the student is not a potential ELL. The coordinator reviews the HLIS for the criteria to the administer the NYSITELL and based on the findings the test is administerd.The NYSITELL is administered based on the parent and child interview along with the determination made by the licensed pedogogue conducting the interview.

   Every effort is made to administer the appropriate screener to the student within ten days of enrollment. If the student gets a passing score then they are not entitled to ESL/Bil services. If the student scores at or below the cut score on they are entitled to ESL/Bil services. Students who score at or below the cut score on the screener and have a home language of Spanish are administered the Spanish LAB to assess their Spanish language skills. The parents of entitled students are then invited to a parent orientation session where they receive information about the various types of programs available throughout the city. The parents then fill out a parent assurance form where they will select a transitional bilingual program, an ENL program or a dual language program.

   When a student who has already been in the New York City school system comes to register in our school, an exam history report is run on the student by the secretary. If the exam report shows that the student has an entitled NYSITELL or NYSESLAT score, the Coordinator identifies the parent's parental choice in order to place the child in the appropriate program. All students who have a score on the NYSITELL or NYSESLAT that indicates entitlement are given the NYSESLAT exam in the Spring to monitor their progress and determine entitlement for the following school year. In order to ensure that all ELLs receive the NYSESLAT, our Coordinator runs the RLER ATS report by class for the NYSITELL and NYSESLAT in advance of the exam, as well as on a weekly basis throughout the school year.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are any 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 as outlined below :

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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

New entrolled students with an IEP will follow the same registration process of any student that registers for our school.However,if the student has an IEP and the home language is other than English then the The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. Members of the LPT includes the following people:

• A school/district administrator
• A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
• The director of special education or individual in a comparable title (or his or her designee)
• The student's parent or guardian and if needed a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands. , must be present at each meeting of the LPT.

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development.

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

• The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

Our school ensures that entitlement and non-entitlement parent notification letters are distributed in the parent preferred language within five school days after the NYSITELL is scanned by immediately sending this information home to parents via their student's backpack. In an event that we are unable to reach a parent,our family worker call/visits students' homes when necessary. Our ENL/ Bilingual Coordinator is responsible for ensuring this work is completed.

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 ENL/Bilingual Coorindator host parent workshops and phone conferences that provides parents with updates and information about their choices regarding their student's rights.

In addition, the entitlement letters are sent to parents in their preferred language.

Entitlement letters are maintained in a folder in the ENL/Bilingual Coordinator's office. An additional copy is also located in the cumulative folder of each child.

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.

PS 127 conducts parent orientation sessions and parent phone conferences, so families of newly enrolled students are informed of the different programs offered. During the orientation sessions, parents are able to view NYC DOE Parent ORientation Video (avialable online) in their native language, and inquire about available services. We make every effort to ensure that translators are available during these sessions.For parents who are unable to attend these orientation sessions, the ELL/Bilingual Coordinator orchestrates phones conferences with parents to inform them about the three prossible options.

Our bilingual teachers, ESL teachers, school aides and paraprofessionals have been instrumental in this process. During these outreachs, the goal is that parents understand all three program choices (Transitional Bilingual, Dual Language, and ESL) so they can make an informed decision about the best program for their child. The staff is also prepared to answer questions and assist parents in completing the Parent Survey and Program Selection Form.

There are a number of parents who choose not to attend our ELL Parent Orientations and request that the information be sent home to them. Our first step is to send the entitlement letters home along with the Parent Survey and Program Selection Form inviting them to come to a workshop. Then, we call the parents who do not come to the orientation and schedule a meeting based on their individual availability. Our coordinator and ELL service providers make these calls in English, Spanish and Chinese and use over the phone translatation for parents who do not speak these languages. Our secretary Farhana Mobin works with our ELL/Bilingual coordinator and Parent Coordinator to make these calls in Bengali. If the parent still cannot come to the school, we ask them to complete the Parent Survey and return it to the school. They can call our Bilingual/ENL Coordinator if they need stance in completing the form. When a parent makes a program choice that is not available in our school the ELL Coordinator informs the parent about the unavailability of the program and offers to find a program available in the distrcit, borough, or in the city if they are interested in transfering the student. If the parent chooses another program that we have in our school and we have a space, the parent is offered a transfer through a meeting that is conducted in the parent's preferred spoken language by the ELL/Bilingual Coordinator and Parent Coordinator. We file all documens in our school year parent survey and program selection binder that is alphabetized by students' last names.

The bilingual program is the default program when a parent survey is not returned.

Request for programs not being offered in our school is sent to ELLPROGRAMTRANSFERS @schools.nyc.gov

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.

Our school outreach to parents in their preferred language includes the following:

1. calls to parent (by bilingual personel or using the over the phone translation provided by NYC DOE Translation & Interpretation Unit
2. backpack letters to parents
3. outreach during dismissal and parent teacher conferences

All parent surveys are kept and stored in the office of the ENL /Bilingual Coordinator in a binder as well as the student's cummulative folder.

We utilized the ELPC screen in order to monitor the progress of parent program choice.

The ENL/Bilingual Coordinator maintains all records for students who select a different program of choice.

Through out the duration of the year,we attain a pulse of each student's perfomance and make data drive decision on what program is best for the students in conjunction with their parents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Occasionally we encounter situations where we have difficulty getting back the signed and completed parent assurance form. While we are aware that the default program is transitional bilingual education, it is our school policy that we make contact with the parent

before changing a child's class. Our ELL/Bilingual Coordinator will often accompany classes at dismissal in order to speak to parents about the parent assurance forms. The same process is also used in the distribution of all letters to parents of ELLs that require a signature. Our returned forms are stored in a yearly binder so that they can be easily accessed for review. Our ELL/Bilingual Coordinator also distributes entitlement letters, placement letters and continued entitlement letters in the parent's preferred language. A copy of each form is made and stored in a binder by letter type and student last name and in the students cummulative folder.

9. Describe how your school ensures that placement parent notification letters are distributed.

Occasionally we encounter situations where we have difficulty getting back the signed and completed Parent Survey and Program Selection form. While we are aware that the default program is transitional bilingual education, it is our school policy that we make contact with the parent before changing a child's class.

Our ENL/Bilingual Coordinator often accompanies classes at dismissal in order to speak to parents about the Parent Survey and Program Selection forms. The same process is also used in the distribution of all letters to parents of ELLs that require a signature. Our returned forms are stored in a yearly binder so that they can be easily accessed for review. Our ENL/Bilingual Coordinator also distributes entitlement letters, placement letters and continued entitlement letters in the parent's preferred language. A copy of each form is made and stored in a binder by letter type and student last name and another copy is available in the student's cummulative folder.

Once we receive the Parent Survey and Program Selection Form we then send the parent a notification letter in their preferred language informing them of their child's program and class placement.

In the event that parent do not return the survey we then send a letter to the parent in their preferred language notifying them that we did not receive the necessary documents- this letter explains the child's class placement.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The orginal documents are kept in the cumulative folders while an extra copy is maintained by the Bilingual/ENL Coordinator.

The documents are housed in the office of the Bilingual/ENL Coordinator. Access is given to all teachers working with the students along with the school administrators.

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.

We utilize the ATS report (RLAT) to determine which students should be given the NYSESLAT.

In an effort to ensure that all entitled students are given the examination, the ENL/Bilingual Coordinator is responsible for creating testing location sheets. These sheets explain which students should be tested along with their acomodations . After testing, all procotrs are asked to fill out an "absent from testing form," which informs the tesing coordinator of any student who did not take the assesment.

Immediately following the end of an exam, the "absent from testing forms" are collected and analyze to determine which student were absent on a testing day.

The testing coordinator then schedules a test make up time for these students who were not tested.

Phone calls are placed in the parent's preffered language to notify the parent of the new testing date. In the event that we notice that a student is absent from school for each testing date then we escalate this matter up to our attendance teacher- she is capable of supporting in us in visiting the homes of these parents.

Lastly,the school notifies parents in their preferred language of all NYSESLAT testing dates in advance.

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

In the beginning of the year,our ENL/Bilingual Coordinator tracks all entitlement and transitional support parent letters.

In addition, mutiple copies of the letters are sent via the child's back to all parents in their preferred language.

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).

Approximately 75% of the parents at PS 127 have selected ENL services for their children. We have noticed a trend that indicates that parents may be making these choices based on the programs that are currently being offered at the school. They are also making these choices based on the idea that ENL is a better program due the language used for "time on task".

We realize that we need to go beyond the information that is offered during the Parent Orientation Video. This year a substantial number of parents requested Spanish Dual Language programs at the Kindergarten through sixth grade levels. As a result we have expanded our Spanish dual language program into the sixth grade. We plan on expanding our Spanish dual language programs into the seventh grade next year .

Occasionally, some parents request Dual Language or Bilingual Programs in the lower incidence languages and in the upper grades. Parents are offered to transfer the students to another school that offers these programs.

Our first step in this outreach process is to determine if these programs are available in the district borough or city and inform the parent of the findings. If a desired program is not available we keep a log of these requests and enter the information into the BESIS survey so that the Department of Education will be aware of the demand for that service.We also notify the ELLPROGRAMTRANSFER@schools.nyc.gov of any transfers that need to be addressed.

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.

Transitional Bilingual Education: K,1,3,4

We offer bilingual Spanish classes for students whose parents choose transitional bilingual education during the parent orientation sessions. Our Spanish bilingual classes are taught by bilingually licensed teachers. Reading is taught in Spanish with English being introduced to intermediate and advanced level students as they progress in reading level through flexible grouping and differentiated instruction. The Estrellita program is used in our bilingual program for reading and writing. The Core Knowledge Skills component program is used to develop phonemic awareness in English. Spanish phonemic awareness is developed through the use of the Estrellita program. Mathematics is also taught in Spanish through the Spanish version of the Go Math program. The Go Math program develops student's critical thinking skills and has a strong parent component for at home practice. In the Spanish transitional bilingual education program, Social Studies and Science are taught in English. We currently use the New York City Harcourt Science Program which includes a lab component and provides experiments to be performed by students. Input is made comprehensible by using visuals, videos,realia and hands-on activities to scaffold instruction. Social Studies is also taught in English through the use of the Houghton Mifflin New York City Social Studies curriculum. The Houghton Mifflin Social Studies program provides many text to self connections, activities to build background knowledge and is culturally sensitive. The students are instructed in English and Spanish according to the CR Part 154 regulations. The students in these classes are usually at the Entering, Emerging and Transitioning levels based on the NYSITELL. Students at the Entering and Emerging levels receive at least 360 minutes per week of ENL instruction (180 standalone and 180 integrated), and Transitioning and Expanding level students receive at least 180 minutes per week of ESL instructionn. FELLs are given 90 minutes of ENL support per week for the first two years after exiting the ENL program. Required intructional time is achieved through flexible grouping and differentiated instruction.

Dual Language :K-6

This year we have expanded the dual language program into the grade 6. Our dual langauge classes are taught by certified bilingual teachers. The students in these classes are both ELLs and English Proficient with a balanced number of ELLs and English proficient students at the kindergarten and 6 th grade level. The ELLs in these classes are at all the English proficiency levels according to their NYSITELL or NYSESLAT scores. We have implemented a 50/50 model in which all students are instructed in English for 50% of the instructional time and in Spanish for 50% of the instructional time. This is achieved by teaching one day entirely in Spanish, and then entirely in English the following day. This pattern continues with the

alternating languages on a daily basis. The Core Knowledge Program is used in Spanish and English on alternating days during the literacy block for both reading and writing. Go Math is used in English and in Spanish on alternating days. The NYC Harcourt Science program is used on English days and the NYC Harcourt Ciencias program is used on Spanish days. The NYC Houghton Mifflin Social Studies program is also used in English and Spanish on alternating days. The preview-review strategy is used to make input comprehensible. In the preview phase the teacher presents content in the native language on the first day and then in the second language on the second day. The content is then reviewed in the student's native language with an emphasis on comprehension.

Self-Contained ESL

In the Kindergarten, first, second, third, fourth, fifth and sixth grade levels we offer self-contained ESL classes taught by certified ESL teachers. The students in these classes are at all proficiency levels (EN, EM, TR, EX, and CM) according to their NYSITELL and/or NYSESLAT scores. They receive ENL and/or ELA instruction according to the CR Part 154 regulations. Students at the Entering and Emerging levels receive at least 360 minutes per week of ENL instruction (180 standalone and 180 integrated), and Transitioning and Expanding level students receive at least 180 minutes per week of ESL instruction. FELLs are given 90 minutes of ENL support per week for the first two years after exiting the ENL program. Required instructional time is achieved through flexible grouping and differentiated instruction. The teachers of these classes also implement ENL methodologies into their lessons. They also modify the curriculum programs as needed to suit the various levels of their students. A great emphasis is placed on developing social language as well as academic language to meet the Common Core standards. This setting will help bridge the gap between the student's English language proficiency level and the level of the curriculum.

Push-In ESL

Our special education ELLs in grades Kindergarten through seven who are in ICT or 12:1:1 classes receive ENL services by licensed ENL teachers. Also children in General Education settings who are eligible for services receive ENL push in service.These students are serviced in a push-in setting. The students are served as per their IEPs. If an ELL student in an ICT or 12:1:1 class has an IEP that states bilingual instruction and the ICT teachers do not have a bilingual certification, we provide these students with a language paraprofessional. Students at the Entering and Emerging levels receive at least 360 minutes per week of ENL instruction (180 standalone and 180 integrated), and Transitioning and Expanding level students receive at least 180 minutes per week of ESL instruction. FELLs are given 90 minutes of ENL support per week for the first two years after exiting the ENL program as per CR Part 154. Required instructional time is achieved through flexible grouping and differentiated instruction. egulations. Push-in ENL services are delivered by permanently licensed ESL teachers. By having these students in a mainstream class they can work side by side with native speakers of English. In grades Kindergarten through second the Fountas and Pinnel LLI (Leveled Literacy Instruction) Program is used by our ELL service provider to develop literacy skills such as reading comprehension, oral reading accuracy rate and writing.

The Bilingual Program Chart Breakdown:

ENGLISH PROFICIENCY LEVEL

ENTERING (Beginning)

EMERGING (Low Intermediate)

TRANSITIONING (Intermediate)

EXPANDING (Advanced)

COMMANDING (Proficient)

LANGUAGE ARTS STAND - ALONE ENL 1 unit of study in ENL (180 min.) .5 unit of study in ENL (90 min.)

INTEGRATED ENL 1 unit of study in ENL/ELA (180 min.) 1 unit of study in ENL/ELA (180 min.) .5 unit of study in ENL/ELA (90 min.) 1 unit of study in ENL/ELA or other Content Area (180 min.)

FLEXIBILITY .5 unit of study can be STAND - ALONE ENL or INTEGRATED ENL/Content Area (90 min.) .5 unit of study can be STAND - ALONE ENL or INTEGRATED ENL/Content Area (90 min.) .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved Former ELL services for two additional years*

TOTAL 360 minutes per week 360 minutes per week 180 minutes per week 180 minutes per week

HOME LANGUAGE ARTS 1 HLA Class 1 HLA Class 1 HLA Class 1 HLA Class

BILINGUAL INSTRUCTION BILINGUAL CONTENT AREA SUBJECTS Minimum of 2 Minimum of 2 Minimum of 1 Minimum of 1

STAFFING/ PERSONNEL K - 8 BILINGUAL EDUCATION PROGRAM

• (K - 6 Bilingual) Common Branch teacher with a bilingual extension

• (7 - 8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English teacher.]

K - 8 ENGLISH AS A NEW LANGUAGE PROGRAM

• (K - 8 STAND - ALONE) ESOL certified teacher

• (K - 6 ENL) Common Branch K - 6 teachers with a bilingual extension can teach the ENL component of a K - 6 Bilingual Education program.

• (7 - 8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.

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.

Based on our data,we currently do not not have one class with the 5 different levels of proficiency for students. Therefore,we implement small group instruction to ensure that students are given their mandated integrated and stand alone minutes. Our ESL service providers,utilize the stand alone and integrated models when working with their students.

b. TBE program. *If applicable.*

Teachers and students schedules reflects the following as per CR Part 154:

CR Part 154 Requirements for English as a New Language*, Grades K to 8

Levels (as of 2015-16 SY)	Total # Minutes ENL	Breakdown of Total # Minutes ENL		
		Minimum # minutes standalone ENL	Minimum # minutes integrated ENL	Flexibility: Minimum # minutes standalone OR integrated ENL (with ELA or any other content area)
Beginner / Entering	360	180	180 integrated ENL/ELA	0
Low Intermediate / Emerging	360	90	180 integrated ENL/ELA	90
Intermediate / Transitioning	180	0	90 integrated ENL/ELA	90
Advanced / Expanding	180	0	180 integrated ENL/ELA or other content area	0
Proficient / Commanding**	90	0	90 integrated ENL/ELA or other content area	0

c. DL program. *If applicable.*

Paste response to questions here:

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

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

Organization of Staff

The organization of our staff ensures the mandated number of instructional minutes are provided according to the proficiency levels in our ESL, transitional bilingual education, and dual language programs. Our ELL population continues to grow each year and we take this into consideration during the hiring process by continuously seeking highly qualified ESL and bilingual common branch teachers. We partner with universities such as St. John's, and utilize the New York City Department of Education open market hiring system and the Teach For America system that allows us to post vacancies by license area, and receive resumes from qualified applicants. We also encourage our current staff to obtain ESL and bilingual licenses through programs such as the Intensive Teaching Institute (ITI). Our self contained ESL classes are taught by dually licensed ESL/Common branch teachers. Our bilingual and dual language classes are taught by dually licensed bilingual/early childhood teachers. The schedules of these classes are designed by making it a priority to program the mandated minutes of ESL, ELA and NLA before anything else is programmed. The languages of instruction spoken by our cluster teachers such as art, music and physical education are also taken into consideration when making the schedules. ESL students in monolingual special education and ICT classes are provided with ESL push in services by a licensed ESL teacher. Students at the beginner and intermediate levels receive 360 minutes per week of ESL instruction, and advanced level students receive 180 minutes a week of ESL instruction as well as 180 minutes of ELA instruction. We create the schedules of our ESL push in teachers with priority placed on meeting the number of mandated minutes in ESL and in ELA.

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.

We utilize the NYSESLAT along with the NYSITELL proficiency levels in order to provide appropriate instruction for all students.

During the integrated (EN,EM,TR,EX,CM) and stand alone (EN,EM) models of ENL instruction in ELA and content areas ,teachers are encourage to adhere to the following structures in their lessons:

1 .Create a hook before teaching: During the lesson introduction, we suggest that teachers begin with an engaging activity

that involves students interest
2. Build background knowledge: We challenge all teachers to build context for our students before teaching the material.We believe that words alone on a page will not hold meaning for students in the early stages of language acqusistion therefore we recommend that our teachers use videos,in order for students to connect better with content.
3.Vocabulary Development: We advice that our teacher select the important words for our students and explicitly teach these words to our students. While teaching these words we also recommend that teachers match actions with words to convey meaning. In addition,teachers should show students how to use these words and give students the opportunity to use these words.
4.Limit teacher to student talk: We also advice that teachers prepare questions that provoke a provactive class discussion for all students. By preplanning these questions,this allows for an authentic conversation to take place between students and support the thinking process of our students. We believe that this will then transfer over to supporting our students with writing because the prerequisite skill for writing is thinking.
5.Provide feedback: In order for our students to transcend their academic level,we strongly believe that teachers must give the gift of daily feedback. Effective feedback is actionable,and specific.We belive that effective feedback from a teacher is what separates a begginer ELL student from an Advance ELL student.

Bilingual Classes (transitional)
In our bilingual classes Math and Science are taught using ENL methodology. Bilingual teachers integrate academic content and language learning in a manner that is sensitive to the linguistic and ethnic backgrounds of our bilingual students. The goal is to enable the students to acquire academic language skills while mastering the content necessary for success in meeting standards. These classes use native language instruction. Depending on the language proficiency of the student, less native language and more English is used during instruction. All Bilingual teachers have Bilingual Certification.

ESL Classes (self-contained)
Self-contained ESL classroom teachers provide instruction in English using ESL strategies. The amount and type of standards based ESL instruction provided depends upon the student's language acquisition and proficiency level as determined by the NYSESLAT (LAB-R) and other assessments. Planned instruction includes all 4 communication skills for the diverse levels within the self-contained ESL classes. All ESL classroom teachers are ESL certified.

ESL (Push-In)
The ESL Push-In Program targets ELL students currently in monolingual classes. The students are serviced daily by licensed ESL providers in a small group setting. These providers conduct ongoing assessments to differentiate instruction based on different needs and strengths. The goal is to mainstream ELL students while providing academic language acquisition to achieve and sustain academic success in all English classroom setting.

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

Evaluation in the native language

We evaluate Spanish speaking ELLs in their native language with the Spanish Lab shortly after registration. Classroom teachers and ELL providers also examine the reading and writing skills in the native language through reading and writing conferences. We evaluate the language abilities of the lower incidence language students by presenting them with sight words and simple wrtitng tasks presented to them by staff members who are fluent in the specific language. Formal assessments are also used such as Fountas and Pinnell benchmark assessment, Estrellita assessment and the ELE Spanish exam. The results of these assessments are used to drive instruction in the native language. The results of all evaluations in the native languages are also shared with parents through conferences to determine the level and quality of previous schooling.
SIFE students are immediately identified through home language surveys, teacher reports and BESIS data collection. The school informs all teachers and providers that these students do not have adequate literacy or writing skills in their native language to transfer over to the target language. The assessments and methods used for them are adjusted accordingly. In many cases it is necessary to provide basic phonics and mathematics computation lessons to these students ; in addition to immersing students in content-area learning. Our SIFE students are also offered academic intervention services through our RTI providers and ICT cluster teacher. SIFE students receive priority placement in our Title III instructional program. In some cases a SIFE student with little to no formal education may be referred to a school within the district that has a bilingual program at the appropriate grade level.Newcomers in grades 6, 7, and 8 may be referred to IS 235, a middle school solely for newcomers. Upon completion of one school year, they can return to PS 127. Newcomers to PS 127 develop English language skills as they are immersed in content-area learning. Using scaffolds such as sheltered English, concrete materials, and prior knowledge, English language skills are taught through the content areas. The goal is to align English language learning with the content that is being taught in the classroom. This gives the students the support they need to participate fully in the classroom lessons. Since newcomers are tested in ELA after one year of being enrolled in an English Language School System, it is crucial that we use this short time period effectively. There is an

emphasis on developing BICS (Basic Interpersonal Communication Skills) as rapidly as possible so that these students can begin to transition into learning academic language in English. Newcomers are also provided with support during the school day such as push-in ESL, academic interventions through AIS providers and ICT cluster teacher, native language support and priority in after-school and Saturday programs such as Title III and Title I

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

Our Team uses the Fountas and Pinnel benchmark assessments,Curriculum assessments,MOSL assessment, State Assessments as our formative building assessments. Our informal assessments includes teacher made exit tickets, teacher made examinations, along with turn and talks (this is just an example of some of the assessment used).

Informal assessments are given daily by the classroom teachers while formal assessment are given on a 6 weeks cycle.

Examples of assessments used to assess each modality:

Speaking: Turn and talks,F&P, along with teacher interviews,NYSESLAT
Listening: Turn and talks,think-pair-share,read aloud,NYSESLAT
Writing:Exit tickets,NYSESLAT,Writing assessments

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

Due to our diverse learning community, our instruction always need to be differentiated. Our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching varying content, process, and products. Instruction for our seven ELL SIFE students has been especially challenging for obvious reason. By making an individualized student needs assessment, creating an data driven action plan that focuses on literacy and math and providing differentiation of instruction using grade appropriate instructional support and intensive native language support, these ELL students are achieving success. Similarly, we have a plan for ELLs in United States schools for less than 3 years. These newcomers are welcomed into our school and made to feel comfortable and secure. Our teachers implement the buddy system which pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention in ELA, mathematics, science and social studies during the school day, as well as after school, is also offered to our newcomers. Newcomers are also encouraged to attend our afterschool and extended day program where in the will receive additional support and make social connections. Additionally, to prepare for the ELA after one year, our newcomers are given individualized needs assessments, with a data driven plan that focuses on literacy and math and provides differentiated instruction using grade appropriate instructional support. Similarly, our instructional plan for ELLS receiving service 4 to 6 years involves intensive daily academic support. Our Transitional Student Support Plan ensures that ELLs who pass the NYSESLAT receive testing accommodations and ELL support for up to one year. Our plan for our Long Term ELLs involves creating individual needs assessments and creating a data driven plan that focuses on literacy and math. Our plan for special education students involves collaboration between the ESL teacher, the classroom teacher and IEP teacher to ensure that all our special education ELLs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, we seek to meet the needs of these students through inquiry-based curriculum and strong RTI structure. Our inquiry team has been studying the needs of our struggling reading students, looking closely at students with IEPs who have lost ground in the past year. By understanding the challenges these students face, we believe we can help all our students.

Former ELLs revieve mandated services of 90 minutes using an integrated model within the content area each week.These services along with testing accommodations are mandated for 2 years after scoring proficient on the NYSESLAT or if they scored a 4 on the ELA and expanding on the NYSESLAT. Former ELLs and FELLs receive time and half when given an assessment. In addition,they also receive the following:

Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.

• Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.

• Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
• Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading.
• Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.
• Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.
• Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages.

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 student's academic progress is not adversely affected by the re-identification process our school support our students by providing small group instruction for all students. During small group instruction,the teacher provides targeted instruction to all students. In addition,our teachers implement differentiation in all content areas in order to provide students with the "right" instructional task. In other words, regardless of the classroom that a student is in, students are being provided with instruction based on their needs.

Helpful Hints: Re-Identification of ELL Status Process

•Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
•If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

The Re-identification Process consists of the following steps:
1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the

superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

Our Bilingual/ESL coordinator in conjunction with our Assistant Principal is responsible for managing the initial identification and re-identification process.

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?

Our teachers of ELL -SWD works with our staff to support scaffolding classroom learning and differentiated instruction for our ELLs. Our instructional approach support learning for ELL-SWD, and includes time for students to practice what they are learning in
mini-lessons. We are currently using Core Knowledge in the lower grades(K-2), and Expeditionary Learning(3rd-8th) standards-based programs.These programs utilizes a variety of materials that integrate listening, speaking, reading and writing
and foster critical thinking skills. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the
development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. Furthermore, our students experience the following consistent common teaching practices in all academic classrooms: explicit learning targets, research-based comprehensive strategies and discussion protocols for engaging in accountable talk.

Technology used to support students: Brainpop ESL,Brainpop,Reading A-Z,Tumble books,Thinkcentral
*Students are given access to the computer carts on each floor.

Native Language Materials: Most curriculum materials (Go Math, Harcourt Science and Social Studies -just examples of some of the materials) are provided in each student's native language .Supplemental resources are also given to students.
* DRA is utilized for assessing Spanish proficiency reading levels

Our school has implemented a strategic and creative recruitment plan. We typically hire teachers who are dually certified. We have teachers who hold a special education license along with a bilingual extension license who are capable of servicing and meeting the needs of our students. In an event that we do not have a teacher who is dually certified,we then provide push-in ESL services. Classroom teachers and ESL services providers work together to create a sound instructional plan for each student.

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

ELLs identified as having special needs are in self-contained special education classes, Integrated Collaborative Teaching classes, or a SETTS program. Teachers and providers who work with these students are provided with a copy of the student's IEP as per the Standard Operations Procedures Manual for Special Education. The instruction for these students is based on their data as well as their IEP goals. Programs such as Fountas and Pinnell and LLI are used with these students. Students with learning disabilities are instructed with strategies such as previewing and reviewing information in a text, hands-on activities in the content areas, visual and auditory aids, peer tutoring to build confidence and native language support through providing text in the native language. Our ELLs in special education also receive small group instruction as well as one on one instruction. We maximize the amount of time that our ELL-SWDs spend with non-disabled peers in a number of ways. Our Integrated Collaborative Teaching classes which are inclusion models, began at the Kindergarten level several years ago and now span from Kindergarten through grade six. The IEPs of our SWDs also state that they only require special education settings during the core subjects. This allows them to be with the general education students during music, art and gym as well as recess. Our school trips are also arranged by grade with special education and regular classes combined. In addition to these strategies our students with social or emotional disabilities are provided with counseling services through our 3 guidance counselors and Project Share worker. Positive behavior is reinforced through a school-wide system through our adminstrators, teachers, dean and SAVE room teachers.

Chart

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

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

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

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

NYSED.gov

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

Chart

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

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

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

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

NYSED.gov

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

Chart 5.3

Home Language Usage and Supports

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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.

P.S.127 has a comprehensive academic intervention plan for all students, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year by our classroom teachers,ESL providers and RTI providers. We currently have daily small group individualized instructional periods , which focuses on academic support skills,and includes a heavy emphasis on reading assessment and raising reading levels.In our classrooms all students receive scaffolded reading support from a teacher who documents their reading growth and provides them with conceret immediate feedback. Furthermore,we provide academic support to our ELL students by providing an after school program for these students along with a Saturday academy(this is expected to begin in December).

The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Core Knowledge and Expeditionary learning program in ELA,and the Go Math and Connected Math program in Math. These programs are designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with State guidelines in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

As a school we have incorporated a variety instructional of strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills. ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

Data that is being used is formative and summative data that teachers are collecting in the classroom. In addition,teacher utilized the NYSESLAT data in order to determine gaps in all modailities.

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

We deem that our program is succesful because the majority of our students enter our school as entering however due to the professional development given to teachers along with the implementation of action research we are able to close the gaps in students learning. We believe that by training our teachers in best practices for teaching ELL students and by investing in programs that support ELL students we have been successful at setting our students up for success.

After analyzing the NYS ELA assessment,we realize that most of our students fall in the level 1 and level 2 category. In order to supprot our students we analyze this data to deteremine the standards and questions that students are struggling in grasping. We then re-teach standards to students utilizing new strategies.

After anlayzing the NYS Math assessment, we realize the same pattern. We notice that there is no difference when the students are given the assessment in their home language. In order to support the students, teacher utilize the item analysis form to determine the standards and questions that students are not mastering.

We noticed that our students are making significantly gains in Science as opposed to the Math and ELA. Most of our students are soring levels 2,3 and 4. The strategies that are applied in the Math and ELA content areas are also utilized in order to support students in Science.

The School Building Leader informs teachers during faculty meetings,IPC meetings and through the use of a building organization sheet that they are teachers of ELLs.

Teacher analyze student data bi-weekly on Mondays. In an effort to close all gaps in and learning defecits.

12. What new programs or improvements will be considered for the upcoming school year?
Further implementation of the Common Core State Standards, continued participation in grade meetings by the ELL teacher, lesson planning using more questioning techniques provided by the Depth of Knowledge Levels, and weekly planning sessions are improvements for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?
Achieve 3000 and the Read 180 program will no longer be used at our school due to the fact that these programs are not aligned with the shifts in the common core standards.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We offer a variety of programs to our ELLs during the school day aside from the core curriculum. Students generally receive one forty five minute period a day of a subject such as physical education, movement, music, art, technology, Spanish, library, science lab and writing. Students who have IEPs or require special services may also receive, speech therapy, occupational therapy, physical therapy, SETTS or counseling. Our administrative team and service providers work collaboratively to ensure that there are no scheduling conflicts and that students have the opportunity to participate in all activities and receive mandated services as well. Our school offers a variety of after-school and Saturday programs such as Title III, NYS Math Test Prep, NYS ELA Test Prep, NYSESLAT Test Prep, Saturday Academy, SES Tutoring Services through Liberty Learning Lab and Edison Learning as part of Title I, as well as chorus and sports after school programs. We ensure that our ELLs get equal access to these programs in a number of ways. We make every effort to schedule these programs so that the students do not have to choose one over another. We also provide written notices and permission slips to parents for these programs in the native languages. Bilingual staff members are available during these programs to assist students who are unable to communicate in English. Our bilingual office staff which includes secretaries and school aides are always available to answer questions from parents about these programs as well as provide follow-up to parents if needed. We also schedule our book fairs, school trips, school dances and movie nights so that they do not fall on or immediately before school exams that our ELLs participate in such as the NYSESLAT.

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.
Native Languge Materials and Support: Bilingual dictionaries, glossaries, and bilingual and native language books are used to support students'native language. In our ESL program, newcomer students are paired with bilingual students when necessary. Cognates and cognate word walls are used to scaffold language learning. Pictures and realia are used.

Please see question regarding the technology that our school utilize to support our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The materials used in our programs are aligned to the core curriculum. This includes the use of high interest/low level texts and primary sources. Materials include native language sources and instructional technology to support both English and the mother tongue of our English language learners. Recognizing that reading and writing in the native language supports the acquisition of English, P.S.127 has acquired bilingual classroom libraries and stories on tape in several languages. Teachers support both reading and writing in the native language and encourage students to incorporate their native language, culture and experiences in classroom projects that are personally meaningful to them. Furthermore, bilingual dictionaries as well as culturally relevant books are evident in all our classrooms. Spanish language and Latino culture are important parts of the school-wide curriculum and we take great pride in our yearly Hispanic heritage program. Due to the fact that children's native language is a valuable asset to be fostered, we also provide native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of bilingual teachers and paraprofessionals. Our ELLs are provided with opportunities for meaningful interactions in both English and their native language, including verbal interactions and engagement with printed materials and books. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. Effective practices such as graphic organizers, semantic maps, concept maps, modeled writing and read aloud foster academic language development and are utilized in all our classrooms. Classrooms are print rich with word walls, rubrics, student work and charts modeling correct language usage. Additionally, we maintains a state of the art computer lab with a smart board, and computers are distributed in classrooms throughout the school.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELL services and resources correspond with ELL's ages and grade levels. Grade level materials are utilized in the Core Knowledge, Expeditionary Learning, Go Math and Connected Math programs. In addition, ELL teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers . They also refer to the Common Core State Standards when planning to ensure that their materials is age appropriate.
Teachers customize the resources by using TPR,and visual aides. In addition,teachers chunk material and utilize guided notes to

support students. We realize that all students learn differently therefore there is a myraid of scaffolding and adpotion that is excuted to support students with mastering the curriculum.

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).

    P.S. 127 does not have any activities in place before the beginning of the school year to assist newly enrolled students; however P.S.127 does have several activities to assist ELL's at the start of the school year and during the school year. These include parent orientation breakfasts, open school night, and the pairing of newcomers with bilingual students to assist them. In addition, the school provide numerous activities that involves students and parents such as: Fall Festival,Breakfast with the Principal,Novemberfest.

    All staff members particpate in the above activites (Principal,teachers,Parent Coordinator,Bilingual Coordinator etc)

19. What language electives are offered to ELLs?

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)?

In the 2009-2010 and 2010-2011 school years we applied for and received bilingual programming grants through the Office of English Language Learners. These grants enabled us to launch and expand our dual language and bilingual programs successfully. This school year,PS 127 expanded the dual language program into the fourth grade. In our Kindergarten -fourth grade dual langauge classes the English proficent students as well as the ELLs spend 50% of their instructional time in English and 50% of their instructional time in Spanish.

The langauges are separated by time, subject and theme and are not used simultaneously. Teachers alternate the language of instruction on a daily basis in all subject areas such as reading, writing, math, science and social studies. The Core Knowledge program is used for both reading and writing in English and Spanish on alternating days (K-2nd grade) and the Expeditionary Learning Program (3rd-8th grade). Go Math and Connected Math is used in English and Spanish according to the language of the day. The NYC Harcourt Science and Ciencias programs are used in English and Spanish. Social Studies is also taught in both languages using the NYC Houghton Mifflin Social Studies curriculum on alternating days. The English proficient students and the ELLs are integrated for the entire school day. The dual language model being used is the self-contained model.
There is one highly qualified bilingual teacher per class. Emergent literacy is taught simultaneously and students learn initial literacy in both languages. The Estrellita Spanish phonics program is used to develop phonemic awareness in Spanish, and the Core Knowledge Skills program is used to develop phonemic awareness in English. A typical student schedule includes literacy, writing and word study in the language of the day(English or Spanish) for a minimum of one hundred and thrirty five minutes daily. Mathematics instruction is delivered for ninety minutes in the language of the day (English or Spanish) on a daily basis. Social studies is provided twice a week for forty five minutes and science is provided three times a week for forty five minutes in the language of the day. Students also receive special subjects such as music, writng and movement which are delivered by cluster teachers for forty-five minutes. These activities are strategically programmed into the schedule to ensure that they are delivered in the language of the day. We currently have DL classes from grades K to grade 6.

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.)

PS 127 will offer several staff-development sessions for our ESL/Bilingual teachers as well as our monolingual staff. These sessions will take place on staff-development days as well as during the common preparation periods. There will be a series of ongoing workshops which will include the following:

1. Introduction to the NYSESLAT
2. NYSESLAT data analysis to drive instruction
3. Using student data to drive instruction
4. Santillana Amigos/ Estreillta Program Training for Bilingual Teachers
5. Fountas and Pinnell Benchmark Assessment System Training
6. Understanding and Implementing the Common Core Standards

We have also formed a professional development committee which consists of the administrative team, teacher center representative and literacy coaches. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies. The team streamlines and organizes all of the professional development activities that take place inside and outside of the school so that they are appropriate for each teachers' needs. The PD committee also distributes surveys to staff so that they can determine the areas that teachers require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Department of Education, OELL, BETAC as well as the City University of New York. A system has been put into place to ensure that teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In addition to ELL staff development, our staff will receive further training through our literacy coaches and teacher mentors. Monolingual teachers receive the mandated 7.5 hours as per Jose P. through workshops offered by BETAC, OELL, CUNY, PS 127 New Teacher Network, as well as through the New York City Department of Education. Our professional development committee along with the administration keep a record of these workshops. A secretary also registers the teachers for the workshops and prints a confirmation which is kept in a binder as well. The teachers file the agendas of the ELL workshops they have attended in their tenure portfolio binders. They also log in these professional development hours into the New York State Office of Teaching Website, so that they will count towards the mandated hours of professional development required to maintain their license. The professional development committee also coordinates the workshop offerings for the administrative team and support staff to suit their needs.

Our school is currently surveying the staff members to collect information regarding the needs of all stake holders who work with ELLs. This survey will inform our next steps.

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 127 will offer several staff-development sessions for our ESL/Bilingual teachers as well as our monolingual staff. These sessions will take place on staff-development days as well as during the common preparation periods. There will be a series of ongoing workshops which will include the following:

1. Introduction to the NYSESLAT
2. NYSESLAT data analysis to drive instruction
3. Using student data to drive instruction
4. Santillana Amigos/ Estreillta Program Training for Bilingual Teachers
5. Fountas and Pinnell Benchmark Assessment System Training
6. Understanding and Implementing the Common Core Standards

We have also formed a professional development committee which consists of the administrative team, teacher center representative and literacy coaches. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies. The team streamlines and organizes all of the professional development activities that take place inside and outside of the school so that they are appropriate for each teachers' needs. The PD committee also distributes surveys to staff so that they can determine the areas that teachers require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered

by the Department of Education, OELL, BETAC as well as the City University of New York. A system has been put into place to ensure that teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In addition to ELL staff development, our staff will receive further training through our literacy coaches and teacher mentors. Monolingual teachers receive the mandated 7.5 hours as per Jose P. through workshops offered by BETAC, OELL, CUNY, PS 127 New Teacher Network, as well as through the New York City Department of Education. Our professional development committee along with the administration keep a record of these workshops. A secretary also registers the teachers for the workshops and prints a confirmation which is kept in a binder as well. The teachers file the agendas of the ELL workshops they have attended in their tenure portfolio binders. They also log in these professional development hours into the New York State Office of Teaching Website, so that they will count towards the mandated hours of professional development required to maintain their license. The professional development committee also coordinates the workshop offerings for the administrative team and support staff to suit their needs.

Our school is currently surveying the staff members to collect information regarding the needs of all stake holders who work with ELLs. This survey will inform our next steps.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In our school,we have three guidance counselor who work to support all of our students. We have a guidance counselor for the early elementary grades,upper elementary along with the middle school. Once an ELL student has met the requirement and will be promoted to middle school or high school,our guidance counselor work with these students in counseling groups to support students with the skills needed to be successful as they move on in their lives. In addition,our guidance counselor facilitates several workshops for parents and teachers regarding school transitions.

Guidance Counselors receive professional development around CR Part 154 in the beginning of the school year.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

Our school provide,high quality professional development that is of sufficient intensity and duration that have a positive and lasting impact on the teachers' performance in classrooms.We do this buy utilizing Title III funds to send our teachers and school building leaders to city-wide and nation wide professional development. In addition to outside professional development,our school offer PD for all ENL/Bilingual teachers on Mondays.During these PD sessions, teachers engage in action research,data analysis and traditional professional development sessions.
The PD committee house all professional development records.

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?

   During the Parent Teacher Conferences,our teachers along with the ESL/Bilingual Coordinator meets with the parents of ELLs to discuss their child's progress towards attaining their goal. At these meetings,we provide translation services for all parents who requires this service. If a parent is absent on PTC night,the teacher and the ESL/Bilingual Coordinator schedules an appointement with the parent at the most convenient time for that parent.

   In addition,our school provides qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Our school determines the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. We also maintain a record of attendance using existing procedures.

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

   Paste response here:

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

   Our parent involvement begins with the parent orientation sessions and continues to extend much further. Many of the parents of our ELL students participate as volunteers in our school through the Learning Leaders Program. We also have a full-time Parent Coordinator. The Parent Coordinator and the ELL Coordinator work collaboratively throughout the year organizing and conducting the workshops for parents of newly enrolled ELLs. The Parent Coordinator and ELL Coordinator also work collaboratively in scheduling workshops for ARIS . During these workshops parents are given individualized attention on how to log on to ARIS and view their child's data. Parents are also provided with basic computer skills at this time if needed such as e-mailing and web surfing. P.S. 127 also collaborates with several community based organizations such as Vaughn College, LaGuardia Kiwanis and LaGuardia Community Outreach. Our Parent Coordinator in collaboration with LaGuardia Community Outreach will hold a job fair for parents of the community in January. Community groups offer their services to help our students socially and academically. Elmcor provides recreational as well as educational activities for the students in the community.

   PS 127Q's Title III program will provide ELL parents with family literacy and language acquisition workshops so they can assist their children in learning English at home. This year we are offering workshops to provide information to parents to help them acquire a greater understanding of the Common Core Standards, promotional criteria and state assessments. The Title III parent workshops are given by members of our staff who are bilingual so the native language can be used if needed. A series of three two-hour workshops will be held on different topics to accommodate the schedules of the parents. The topics of the workshops will be as follows: The NYSESLAT Exam and its components: How to help your children make gains in listening, speaking, reading and writing; The NYS Assessment Calendar and how to help your children do their best; Using ARIS parent link to improve your child's progress. Parent workshops will be facilitated by our Bilingual / ESL teachers and Parent Coordinator. The sessions will be held after school on Saturdays and in the evenings to accommodate parental needs.

   In addition to the above programs we also have activities such as International family night, Novemberfest,Coffee with the Principal,and Title I meetings. The activities provides parents with the opportunity to share their culture and any specific concerns.

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

   Our school partner with several local politicans and CBOs in order to provide workshops for our parents. For example,our school partner with the New York Junior Tennis League. In addition,staff members provide translation for parents if needed.

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

   We evaluate the needs of our parents both formally and informally. Formally-we utilize surveys to determine the needs of our community. Informally-through conversations and workshops we determine what are the needs of our parents.

   The parent coodinator is responsible for:

   - creating a welcoming school environment for parents
   - working with the principal to address parent issues and concerns at the school
   - conducting outreach to engage parents in their children's education
   - strengthening parent involvement in their children's education

   As a member of the school staff supervised by the school principal, the parent coordinator partners with and supports the work of their Parent Association/Parent Teacher Association, School Leadership Team, community groups, and parent advisory councils.

   Meeting are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands

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

The activities that we orchestrate for our parents are driven by the formal and informal data that we receive.For example,after realizing that their was a desire from our parents to learn about different culture we implemented an International Family Night last year,which has given parents the opportunity to learn about the community at large.

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.

P.S. 127 continues to experience a rapid growth in enrollment as well as an increase in our number of English Language Learners. The majority of our ELLs have a home language of Spanish and the number of lower-incidence languages is increasing. We have seen an increase in the number of Asian languages spoken and our Bengali-speaking population has doubled continuously for the past two years. We are also noticing an influx of Arabic speaking students from Yemen, Egypt and Lybia. Our Parent Coordinator, ELL Bilingual Coordinator and parent volunteers work together to ensure that we are meeting the needs and interests of these students and their parents. We have also developed a student mentoring program in which middle school students support newly enrolled ELLs. The demographics of our community is changing and we are making every effort to ensure that our programs reflect these changes. We have continued to expand our Spanish dual language program to meet the needs of the community based on parental choice. Our dual language programs allow our Spanish-speaking students as well as our English proficient students opportunities to become truly bilingual, biliterate and bicultural. Our school community will continue to ensure that the programs we offer reflect the needs of the students and community.

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q127 **School Name: Aerospace and Science Academy**
Superintendent: Dr. Composto

Before you begin, please check the following:

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

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

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

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

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

During registration at PS 127, parents or guardians complete a HLIS (Home Language Identification Survey) which is part of the student's
cumulative folder. The ELL Coordinator (a licensed pedagogue) interviews the parent during this process to make sure that the form is completed properly and accurately.

The survey requests information about the languages that are spoken in the home and how frequently these languages are
spoken. It also ask parents to identify their preferred language that they wish to receive verbal and written communication from the
school.
When necessary we utilized over the phone translation provided by the office of Translation and Interpretation Unit - if we do not have a qualified person in our building to translate to the parent.

This information is then entered into ATS by the pupil accounting secretary. A RAPL report is run on ATS by class .

Our Administrative team and our Language Access Coordinator often receive requests from staff members regarding translation needs.

They then identify a staff member or community member that speaks the target language. The school uses this information to make every effort in providing notices and information in other languages so that parents are informed of school events and policies. As we receive information of parent updated language preference we run another report to ensure that we have the most updated report (RAPL).

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

Parents' Preferred Language for Oral Communications

ARABIC	29
BENGALI (BANGLA)	51
CHINESE/ANY	4
ENGLISH	442
FRENCH	1
HAITIAN CREOLE	4
HINDI	4
MANDARIN	7
PASHTO	8
PORTUGUESE	1
PUNJABI	7
SPANISH	768
URDU	15

Parents' Preferred Language for Written Communications

ARABIC	29
BENGALI (BANGLA)	51
CHINESE/ANY	4
ENGLISH	442
FRENCH	1
HAITIAN CREOLE	4
HINDI	4
MANDARIN	7
PASHTO	8
PORTUGUESE	1
PUNJABI	7
SPANISH	768
URDU	15

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.)

Welcome back letter (September)
Coffee with the Principal flyer (Monthly)

Pre-Kindergarten/Parent Coordinator Newsletters (Monthly)
School Brochure (Yearly)
Dual Language Brochure (Yearly)
Cell phone policy (Yearly)
Eye Exam announcement letter (Yearly)
Letters to parents explaining Winter and Spring break homework packets (Seasonal)
Registration letter (Yearly)
NYSESLAT test dates announcement (Yearly)
Parent letters for students excempt from taking the NYS ELA exam (Yearly)
Meet the Teacher announcement (Monthly/ Weekly)
Parent Teacher Conference announcements
Fall Festival flyer
Title I Parent Meeting flyer
School Leadership Team Meeting flyer
Open House announcement flyer
End of school year letter

Translation is provided by in-house personel. In the event that we do not have a person who can provide translation services then we utilized outside translators.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings:
- Meet the Teacher
- Fall Parent Teacher Conference
- Spring Parent Teacher Conference
- May Parent Teacher Conference
- Coffee with the Principal (monthly)
- Parent outreach - Tuesdays 2:30-3:35
- Individualized Education Plan (IEP) meetings

Informal Interactions:
- Inquiries over the phone or in person in the main office
- Calls to parents as a result of an incident report (call made by teacher , nurse, guidance counselor, dean or an administrator)
- Calls to parents regarding academic performance/school progress/behavior

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.

At PS 127Q, we utilize various staff members to interpret and translate for our parents. Our staff members speak multiple languages (Spanish, Mandarin, Bengali, Urdu, Pastho, Farsi, Greek, Portuguese, Arabic, etc).

In other words,we use our in-house personnel to assist parents during Parent-Teacher meetings, conferences, parent orientations, PTA meetings and workshops provided by our school.

Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel are accessible in the school.In addition we utilize the various templates provided by the NYCDOE to communicate school holidays,parent-teacher conferences and other DOE notices. We also utilize the funding provided for on-site interpreters for events and parent-teacher conferences.

The staff at the main office speak other languages and can support parents with their request in their home language. Personnel is also available before and after school to assist parents and answer questions.

During parent teacher conferences bilingual staff members are assigned to various classrooms throughout the building. We inform all staff members about oral translation services available. Also, teachers are provided with a copy of the report card translated into the student's home language that parents can use to better understand the report cards.

During the NYS Math and Science test we use outside vendors for the low incident languages for which the Math booklets do not have translation (i.e. Arabic, Bengali, Hindi, Urdu, etc).

Lastly,we keep an active roster of all of the bilingual personnel in our building.

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

We plan to provide in-house personnel to assist parents during Parent-Teacher meetings, conferences, parent orientations, PTA meetings
and workshops provided at our school.

Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel are accessible in the school.

There are bilingual personnel assisting parents in the main office. Personnel will also be available before and after school to assist parents and answer questions.
During parent teacher conferences bilingual staff members are assigned to various classrooms throughout the building. We inform all staff members about oral translation services available.

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.)

PS127Q will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services by distributing the Language Identification Guide to office staff.

The staff will be trained on how to use the guide to help determine the language spoken by a parent. Additionally, we will send an internal letter to school staff reminding them of their responsibility to communicate with Limited English Proficiency parents, and what resources are available to them to do so.

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

Our Parent Coordiantor has copies of the Parent Rights and responsibilities brochure which she gives to parents upon registration for the
parents and general meetings. These brochures are also available in her office. Upon entering the school, Parental Notification Postings are
visible to all visitors assuring them the availability of translators. Important documents are also available from the DOE. Depending on the
needs of the parents, letters are translated into a variety of home languages and interpreters are hired when necessary.

Parents may alsoindicate that they need interpreters through written communication with the school.

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)

Throughout the year, we will review and update ATS reports which indicate parents preferred language.

Additionally, we analize data from our latest parent survey and 96% of our parents strongly agree/agree that our school
communicates with them in a language that they can understand.